

# CoDA CURRICULUM



*Improving the life chances of all students*

## What is the whole-school curriculum INTENT?

- Our curriculum is broad, balanced and ambitious and designed to improve the life chances of all students
- Our curriculum helps our students to develop personally and intellectually
- Our curriculum reflects our local context and addresses social disadvantage by giving all students the knowledge, skills and experiences they need to become successful and responsible citizens in modern Britain
- Our curriculum is designed and adapted to be accessible to all students, including those with SEND
- Our curriculum is planned and sequenced cumulatively so that new knowledge and skills build on what has been taught before
- Our curriculum addresses knowledge and skills gaps and prepares students for Key Stage 4 and beyond
- Our curriculum builds towards clearly defined 'end points' and it is clear what students need to know be able to do and remember to reach those end points
- Our curriculum defines learning and progress in terms of students knowing and understanding more, being able to do more and remembering more

## How do we IMPLEMENT our curriculum?

CODA BEHAVIOUR Code		CODA CLASSROOM Code			CODA ASSESSMENT & FEEDBACK Code		
CONFIDENT START		ORDER		DELIVERY		ASSESSMENT	
Meet and greet	Correct at the door	Clarify high expectations	Use seating plans		Provide the "big picture"	Recap & build on prior learning	Diagnostic checks to identify gaps in learning/misconceptions
		Insist on a "quality audience"			Highlight/repeat the key ideas	Present material in small steps	Regular low-stakes retrieval practice to strengthen retention
		Focus on the "3Rs"	Be vigilant	"PIP & RIP"	Clear explanation/instruction	Model/demonstrate/scaffold	Questioning & discussion
"Do it now" tasks	Share and clarify learning outcomes	Praise and reward when appropriate		Dual coded resources	Reading and vocabulary	Responsive teaching	Feedback & "Fix it Time"
		Tackle low-level disruption immediately		Guided & independent practice	Appropriate pace & challenge	Clear end points	Termly summative assessment
		Use praise, warnings and sanctions fairly and consistently		Provide time for rehearsal/elaboration/review		Question Level Analysis	Targeted interventions

## What IMPACTS are we aiming for?

- Students' work across the curriculum is of good quality
- Students are learning the curriculum and are making progress: they know and understand more, can do more, and can remember more
- Students gain appropriate skills and qualifications and are ready for their next stage of education, employment or training
- Improved outcomes, behaviour and attendance
- Improved spelling, reading and comprehension age scores
- Students read widely and often with fluency and comprehension appropriate to their age
- Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age

## How do we check that our intended curriculum is being delivered effectively?

SEF	Schemes of Learning/PLCs	Observations	Climate Walks	Book Looks	Curriculum Conversations	Student Voice	Formative and summative assessment	Observations
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# CODA CURRICULUM VISION: TO IMPROVE THE LIFE CHANCES OF ALL STUDENTS

<b>CODA CURRICULUM INTENT: To help our students develop the knowledge and skills they need to become successful and responsible citizens in modern Britain</b>																				
<b>The CoDA Curriculum</b>	<b>Is BROAD, BALANCED &amp; AMBITIOUS</b>	<b>PERSONAL DEVELOPMENT</b>	<b>CoDA "3Rs" CULTURE</b>			<b>RESPECTFUL</b> <small>Polite, Positive and Patient</small>			<b>RESPONSIBLE</b> <small>Prepared, Punctual and Well-Presented</small>			<b>READY TO ACHIEVE</b> <small>High Aspirations, Participation and Perseverance</small>								
			<b>SPIRITUAL</b>			<b>MORAL</b>			<b>SOCIAL</b>			<b>CULTURAL</b>								
			<b>BRITISH VALUES</b>			<b>Democracy</b>		<b>Rule of Law</b>		<b>Respect &amp; Tolerance</b>			<b>Individual Liberty</b>							
			<b>CHARACTER DEVELOPMENT</b>			<b>PIXL LORIC</b>	<b>Understand the role of being a good citizen</b>			<b>Understand the world of work and post-16 choices</b>		<b>Know how to keep safe</b>		<b>Level Best</b>	<b>CONNECT key work</b>					
			<small>Pledge Passports</small>	<small>Combined Cadet Force</small>	<small>Additional Curriculum Promises</small>	<small>Choir concerts</small>	<small>Activity Days, trips and events</small>		<small>Clubs</small>	<small>Sport fixtures</small>	<small>Debating Society</small>	<small>Careers education &amp; Work Experience</small>		<small>Fundraising</small>	<small>Duke of Edinburgh Award</small>	<small>Princes Trust Achieve Award</small>				
	<b>INTELLECTUAL DEVELOPMENT</b>		<b>Academic (EBacc), Vocational and Technical Pathways Y7-11</b>																	
			<small>Linguistic</small>		<small>Mathematical</small>		<small>Scientific</small>		<small>Technological</small>		<small>Social</small>		<small>Physical</small>		<small>Aesthetic</small>		<small>Creative</small>			
	<b>Helps to keep our children SAFE &amp; HEALTHY</b>		<b>PSHE CURRICULUM</b>		<b>Internet safety education</b>		<b>Physical Health and Fitness</b>		<b>Mental Wellbeing</b>		<b>Healthy Eating</b>		<b>Drugs education</b>		<b>Health, Basic First Aid and Changing Adolescent Body</b>		<b>Relationships &amp; Sex Education</b>		<b>Anti-bullying Anti-racism Anti-extremism</b>	
	<b>Is APPROPRIATE &amp; ACCESSIBLE</b>		<b>READING FOCUS</b>		<small>Testing and early intervention</small>		<small>Age-appropriate text</small>		<small>Explicit vocabulary teaching</small>		<small>Reciprocal Reader</small>		<small>Reading aloud</small>		<small>Daily reading</small>		<small>Reading rewards</small>			
			<b>PP STRATEGY</b>		<small>Breakfast Club</small>	<small>Homework Club</small>	<small>Quality Teaching</small>		<small>Feedback</small>	<small>Reading support</small>		<small>Ignite Curriculum</small>		<small>Mentoring</small>	<small>PASS Surveys</small>	<small>Library</small>	<small>Combined Cadet Force</small>	<small>Outward Bounds</small>		
<b>EXTENDED LEARNING</b>			<small>Ignite Curriculum</small>	<small>Core Subject Catch Up</small>	<small>SEMH support: Our Space, Box Clever, Excel and Sensory Room</small>			<small>Emotional Wellbeing Ambassadors</small>		<small>Numeracy lessons</small>		<small>Literacy lessons</small>		<small>Learning Mentors</small>	<small>Morning Meet and Greet</small>	<small>Lunchtime Clubs</small>	<small>Read it, Write it</small>			
<b>EAL SUPPORT</b>			<small>New arrivals focus group</small>				<small>Read, Write Inc.</small>				<small>Language Ambassadors</small>			<small>Reading and comprehension focus groups</small>						
<b>CONNECT</b>			<small>ACES informed</small>																	
<b>REMOTE LEARNING</b>			<small>Live online "interactions"</small>				<small>Pre-recorded online lessons/feedback</small>				<small>Online/offline subject content</small>			<small>Online/offline tasks and low-stakes assessments</small>						
<b>Is COHERENTLY PLANNED</b>		<small>Essential knowledge and skills are identified</small>			<small>Learning is sequenced cumulatively so that new knowledge builds on what has been learned before</small>			<small>Challenge increases over time</small>			<small>Learning builds towards clear end points</small>			<small>The curriculum is the progression model</small>						
<b>How do we know?</b>		<small>Whole-school and Departmental SEF</small>			<small>Academy Improvement Plan</small>			<small>Curriculum &amp; Assessment Reviews</small>		<small>Department Action Plans</small>			<small>Schemes of Learning</small>		<small>Standardised assessments</small>					

<b>How do we deliver our curriculum?</b>	<b>CODA BEHAVIOUR CODE</b>				<b>CODA CLASSROOM CODE</b>				<b>CODA ASSESSMENT &amp; FEEDBACK CODE</b>							
	<b>CONFIDENT START</b>		<b>ORDER</b>				<b>DELIVERY</b>		<b>ASSESSMENT</b>							
	<small>Meet and greet</small>		<small>Correct at the door</small>		<small>Clarify high expectations</small>		<small>Use seating plans</small>		<small>Provide the "big picture"</small>		<small>Recap and build on prior learning</small>		<small>Diagnostic checks to identify gaps in learning/misconceptions</small>			
					<small>Insist on a "quality audience"</small>				<small>Highlight the key ideas</small>		<small>Present material in small steps</small>		<small>Regular low-stakes retrieval practice to strengthen retention and recall</small>			
	<small>"Do it now" tasks</small>		<small>Share and clarify learning outcomes</small>		<small>Focus on the "3Rs"</small>		<small>Be vigilant</small>	<small>"PiP &amp; RiP"</small>	<small>Clear explanation/instruction</small>		<small>Model/demonstrate/scaffold</small>		<small>Questioning &amp; discussion</small>		<small>Self-testing/peer-assessment</small>	
					<small>Praise and reward when appropriate</small>				<small>Dual coded resources</small>		<small>Reading &amp; vocabulary</small>		<small>Responsive teaching</small>		<small>Feedback and "Fix it Time"</small>	
<small>Tackle low-level disruption</small>					<small>Guided &amp; independent practice</small>		<small>Appropriate pace &amp; challenge</small>		<small>Clear end points</small>		<small>Termly summative assessment</small>					
<b>How do we know?</b>		<small>Observations</small>		<small>Climate Walks</small>		<small>Book Looks</small>		<small>Curriculum Conversations</small>		<small>Student Voice</small>		<small>Summative assessment analysis</small>				

<b>What are we aiming for?</b>	<b>PERSONAL DEVELOPMENT</b>						<b>INTELLECTUAL DEVELOPMENT</b>									
	<b>IMPROVED ATTENDANCE</b>			<b>IMPROVED BEHAVIOUR</b>			<b>IMPROVED OUTCOMES</b>									
	<small>Children feel safe in school</small>			<small>Children are safe in school</small>			<small>Children are happy in school</small>			<small>Students' work across the curriculum is of good quality</small>			<small>Improved spelling, reading and comprehension age scores</small>			
	<small>Improved punctuality to school and lessons</small>			<small>Fewer classroom call outs</small>			<small>Improved PASS Survey results</small>			<small>Students are learning the curriculum over time and as a result they know more, can do more, and can remember more</small>						
	<small>Fewer behaviour incidents</small>			<small>Fewer exclusions</small>			<small>Improved "3Rs" ratios</small>			<small>Students read widely and often with fluency and comprehension appropriate to their age</small>						
	<small>External awards</small>			<small>SMSC Quality Mark (Silver achieved (2019))</small>			<small>Gatsby Benchmarks achieved</small>			<small>Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age</small>						
<b>How do we know?</b>		<small>Students are ready for next stage of education, employment or training</small>			<small>Improving A8 score</small>		<small>Improving P8 score</small>		<small>Improving %EM4</small>		<small>Improving %EM5</small>		<small>Improving SEND A8/P8 score</small>		<small>Improving PP A8/P8 score</small>	
		<small>SEF</small>	<small>Climate Walks</small>	<small>Book Looks</small>	<small>Lesson observations</small>	<small>Curriculum Conversations</small>	<small>Internal assessments</small>	<small>GL Assessment reports</small>	<small>Staff Voice</small>	<small>Student Voice</small>	<small>Parent Voice</small>	<small>NEET data</small>	<small>IDSR/ASP/FFT</small>			