

# Curriculum Policy



*Improving the life chances of all students*

## Rationale

The vision at the City of Derby Academy is to 'improve the life chances of all students'. We passionately believe that this will happen when students experience a curriculum, which suits their individual strengths, potential and aspirations. In addition, our curriculum aims to inspire and challenge all students and prepare them for the future.

We are passionate about preparing all of our students for life in modern day Britain by supporting their academic curriculum with learning opportunities that will develop their personal character. Therefore, as a school, invest in developing the character of all students through our Character Development curriculum.

All of the academic curriculum pathways are broad and balanced, whilst providing students with the knowledge, understanding and skills to support a successful transition to their next stages of life. This success will be supported by well thought out schemes of learning that have 'learning', 'pedagogy' and 'improving life chances' at their heart whilst taking into account the context of the diverse school community we welcome.

At the City of Derby Academy, we believe that academic outcomes are important and we expect our students to achieve national progress standards. However, we do not believe that all students will benefit from a traditional EBacc curriculum.

We are proud that we offer a wide range of curriculum pathways that support all of the students at the City of Derby Academy. These include an Accelerated, EAL, Ignite and Connect pathway which all support the diversity of educational need in school.

## **Curriculum**

Our curriculum **Intent** is to improve the life chances of all students by ensuring that students have a curriculum that is broad, relevant and ambitious. Our curriculum also allows all of our students to achieve the following

- Secure development and achievement, as it
  - Provides opportunities for students personal development
  - Allows students to achieve their best in a wide range of opportunities
- Prepares students for life beyond CODA, as it
  - Prepares students for further education whether academic or vocational and for the world of work
  - Ensures students are fully prepared for life in modern Britain
  - Offers a wide range of quality extra-curricular opportunities for personal development
  - Involves working with the community to promote local, national and global awareness.

Our curriculum **Implementation** is centred on well planned and well-reviewed schemes of learning that have educational pedagogy at their heart whilst embracing the cultural diversity of the CODA community. Every subject will focus on the knowledge and skills that are needed for a student to succeed and these will be communicated and evaluated using Personalised Learning Checklists [PLCs]. These schemes of learning will also be delivered through quality teaching and learning.

Our curriculum **Impact** and expectations are for students to perform in line with, and above, students in similar schools. We also expect our students to be prepared successfully for their next stages in life, having benefitted from a number of memorable school experiences that will develop them into well-rounded citizens.

## **Character Development at CODA**

Vision – Improving the life chances of all students (ILC)

Culture – 3 Rs – Respectful, Responsible, Ready to Achieve

Character development will be reported on and measured.

The Character Development curriculum will be developed, and embedded, through a number of strategies:

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- Level 1
  - The Character Development curriculum, developed by the HOY. This will be the main part of the PSHE curriculum
  - The form tutor in tutor/Character Development lessons and form time
  - The RE/RSE and Citizenship curriculum
  - Form tutors will report on the Character of each member of their tutor group. This will be included in the G4S school reports. Form tutors will discuss the report of each child in extended form periods when reports are due to go home.
  - PASS surveys will be used to support individual student needs
- Level 2
  - A team of trained colleagues to deliver more focused character development (possibly using a derivation of the Level Best approach). Time will be given for these colleagues to intervene with students
  - In the short term, HOY will be trained to support additional Character Development by using the Level Best approach. Time has been budgeted for in next year's TT. 2 lessons per fortnight
  - CIS and BOXALL assessments will be used to support individual student needs
- Level 3
  - Working closely with Connect [Appendix 1] and a 'Key Work' type approach
  - CIS and BOXALL assessments will be used to support individual student needs

## The Wider Curriculum at CODA

Therefore, at the City of Derby Academy, we believe that academic outcomes are important and our expectation for students is to achieve national progress standards. However, we do not measure the success of our students by their examination results alone. We continually strive to develop skills and attributes such as self-confidence, self-belief and self-esteem so students are equipped to be successful in their next stages of life through ensuring all students engage in the CODA Additional Curriculum Promises [Appendix 2]

Our curriculum also encourages students to aspire to career paths which they may not have previously considered. Whilst preparing our students for their future career we encourage a variety of pathways including sixth form, college, apprenticeships or employment.

For this to happen, we will also provide our students with quality careers advice, and a high quality SMSC [Spiritual, Moral, Social and Cultural] curriculum which includes education on British values- including the history and importance of these values. At CODA we call this curriculum QEGS [Question, Explore, Give and Succeed] Learning.

The academy's aim is to develop a coherent curriculum that builds on students' experiences in the primary phase and that helps all students to become successful learners.

Specifically, the curriculum should:

- Enable students to achieve high standards and make good progress.
- Support students to make a successful transition from primary to secondary education.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Help students to understand the world in which they live, including the academy's local community and the wider Derby City and surrounding community.
- Focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills.
- Engage with and enjoy the Additional Curriculum Promises [Appendix 2]

To achieve these curriculum aims the academy will:

- Have students at its heart, putting their interests first.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be committed to excellent teaching and an inspiring learning environment.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Work with primary schools to ease transition.
- Community involvement.
- Parent/Carer involvement.

## Our Subject Offer in Years 7-9

At the City of Derby Academy we run a two week timetable which comprises of 50 lessons.

In years 7 – 9 the standard pathway comprises of 50 lessons, which are split accordingly: -

Subject	Hours per 2 weeks
English	8
Mathematics	8
Science	6
History	3
Geography	3
MFL	4
PSHE	1
Character Development	1
RE	2
PE	4
Art	3
Performing Arts	2 (year 8 and 9) 1 (year 7)
DT/ICT	4
Music	1 (year 8 and 9) 2 (year 7)

Provision is also made for

- Higher ability students to study a second language [Accelerated pathway].
- students with an additional literacy and numeracy needs to follow a programme of study which caters more closely to their individual needs. [Ignite pathway]
- students who have English as an additional language to access further English development [EAL pathway]
- students who would benefit from accessing a reduced number of subjects and receive further social and emotional development [Connect pathway]

You can access details of the half termly curriculums, including the personalised learning checklists, in each subject by visiting the school website.

## Our Curriculum in Years 10 - 11

At the City of Derby Academy, we run a two week timetable which comprises of 50 lessons.

In years 10 - 11 the Standard pathway comprises of 50 lessons, which are split accordingly: -

Subject	Hours per 2 weeks
English	8
Mathematics	8
Science	9
Ebacc option	6
Option 1	6
Option 2	6
PSHE including RE	2
Character Development	1
PE	4

Provision is also made for

- Higher ability students to study a second language and Triple Science [Accelerated pathway].
- students with an additional literacy and numeracy needs to follow a programme of study which caters more closely to their individual needs [Ignite pathway].
- students who have English as an additional language to access further English development [EAL pathway]
- students who would benefit from accessing a reduced number of subjects and receive further social and emotional development [Connect pathway]

You can access details of the half termly curriculum, including the personalised learning checklists, in each subject by visiting the school website.

Students study subjects in the option blocks which will give them a broad and balanced curriculum with qualifications to open up a variety of pathways post-16.

Careers guidance is an on-going and important aspect of the curriculum and more detail can be found in the careers section.

All of the information needed on the curriculum in years 10 – 11 is available in our Options Booklet, which is available on the website.

The option block subjects 2019 - 2020 are as follows (all subjects are GCSEs unless stated): -

**Full EBacc option** – History, Geography, French, German, ESOL, Ignite, Hospitality and Catering

**Option 1** – Creative iMedia, Business Studies, French, German, Art, Engineering, Music, BTEC Performing Arts (Dance or Drama), Sports Science, Construction,

**Option 2** – History, Geography, Art, Health and Social Care, Engineering, Business Studies, Design Technology Timber, Design Technology Art and Textiles, Photography, Hospitality and Catering,



## Curriculum Intent at CODA

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  - Involves working with the community to promote local, national and global awareness.

The Intent, Implementation and Impact of the curriculum at CODA is also summarised in the CODA Curriculum “Big Picture” document [Appendix 3].

Each curriculum has their own **Intent** which is set out in the table below: -

Curriculum area	INTENT
The Art & Design curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
The Character Education curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Know how to keep safe</li> <li>• Understand the world of work and post-16 choices to shape the future</li> <li>• Understand the role of being a good citizen</li> </ul>
The Design & Innovation curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook</li> </ul>
The Drama curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Investigate various theatrical styles and genres through practical workshops, discussion and theme based projects</li> <li>• Watch live performance and evaluate the work of others</li> <li>• Develop their interest in and appreciation of theatrical performance</li> <li>• Perform to an audience with a level of self-awareness and confidence</li> <li>• Analyse and evaluate dramatic performances</li> <li>• Create a live performance from a text</li> <li>• Devise their own work, created from a stimulus.</li> <li>• Practically demonstrate understanding of the elements of dramatic performance</li> <li>• Show awareness of theatrical styles and genres</li> </ul>

Curriculum area	INTENT
The English curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Are able to use English to communicate with different audiences, in a range of situations, in any written or spoken form.</li> <li>• Have the confidence and ability to question and evaluate the world as it is presented to them.</li> <li>• To have a love of literature that provides a gateway to understanding different periods and cultures and offers students a reference point for their own experiences and emotions.</li> <li>• Have an understanding, appreciation and ability to analyse the craft of the writer.</li> </ul>
The Geography curriculum aims to ensure that students:	<p>The Geography curriculum will enable students to:</p> <ul style="list-style-type: none"> <li>• Know about diverse places, people, resources, natural and human environments</li> <li>• Know about the Earth’s key physical and human processes</li> <li>• Understand how human and physical processes interact to form dynamic landscapes</li> <li>• Understand how resources are used and the need for sustainable management</li> <li>• Develop a range of cartographic, numerical, fieldwork, and literacy skills</li> <li>• Understand geographical similarities, differences and links between places through the study of human and physical geography in regions across the world.</li> </ul> <p>Understand, through place-based exemplars at a variety of scales:</p> <ul style="list-style-type: none"> <li>• physical processes relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather, climate and climate change; glaciation, hydrology and coasts</li> <li>• human processes relating to: population and urbanisation; international development; economic activity; the use of natural resources</li> <li>• how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul> <p>Develop greater competence in:</p> <ul style="list-style-type: none"> <li>• using geographical knowledge, approaches and concepts [such as models and theories]</li> <li>• interpreting a range of sources of geographical information including using globes, maps and atlases, Ordnance Survey maps, graphs, photographs and diagrams</li> <li>• using fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical data</li> <li>• communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>
The History curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Know and understand the history of the British Isles and how Britain has influenced and been influenced by the wider world</li> <li>• Know and understand significant aspects of the history of the wider world</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• Develop the skills of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>



Curriculum area	INTENT
The Mathematics curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</li> <li>• reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>• can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul>
The Modern Foreign Languages curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>• Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>• Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li> <li>• Use accurate grammar, spelling and punctuation</li> <li>• Listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>• Transcribe words and short sentences that they hear with increasing accuracy</li> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• Express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> <li>• Speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>• Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</li> <li>• Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture</li> <li>• Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>
The Music curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Develop an understanding of the elements of music and notation</li> <li>• Be able to perform on an instrument, analyse musical pieces and compose</li> <li>• Develop a love and appreciation of music along with an awareness of different styles, genres and compositional techniques</li> <li>• Experience and appreciate the emotive power of music</li> </ul>
The Personal, Social and Health Education (PSHE) curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Develop the knowledge, skills and attributes they need to keep themselves healthy and safe</li> <li>• Are prepared for the challenges of living in 21<sup>st</sup> Century Britain</li> <li>• Can make informed choices to improve their life chances</li> </ul>

Curriculum area	INTENT
The Physical Education & Dance curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Develop techniques and improve performance in a broad range of physical activities including competitive sports and games, athletics, gymnastics, and dance</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>• Perform dances using advanced techniques within a range of styles and form.</li> <li>• Analyse and evaluate your own and others' performances and demonstrate improvement to achieve your personal best</li> <li>• Work as part of a team, building trust and developing skills to solve problems, either individually or as a group</li> <li>• Have a clear idea of how to lead a healthy, safe, enjoyable and active lifestyle</li> </ul>
The Relationships and Sex Education (RSE) curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Have the information they need to help them develop healthy, nurturing relationships of all kinds</li> <li>• Build their confidence and self-esteem</li> <li>• Are safe, happy and prepared for life beyond school</li> </ul>
The Religious Studies curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Religious Studies will enable students to challenge and explore the questions raised around our identity, including the meaning and purpose of life; whilst respecting the views of the people who live within our diverse community.</li> </ul>
The Science curriculum aims to ensure that students:	<ul style="list-style-type: none"> <li>• Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>• Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</li> </ul>

## **GCSEs have changed**

GCSEs in England are changing. The courses and exams have been changed to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The new GCSEs will ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

### **Top facts about the new GCSEs**

**1** GCSEs in England will have a new 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the new and old exams.

**2** Grade 9 is the highest grade and will be awarded to fewer students than the current A\*.

**3** The new GCSEs have been rolled out, starting with English language, English literature and mathematics exams in 2017.

**4** The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:

- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.

**5** Although the exams will cover more challenging content, this won't mean your child gets a lower grade than they might have under the old system. Ofqual, the exams regulator, will ensure that broadly the same proportion of students will get grades 1, 4 and 7 and above in any subject as would have got grades G, C or A and above respectively in the old system, other things being equal.

**6** The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take option.



Department  
for Education

## Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U



*Improving the life chances of all students*



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## **Appendix 1**

The Curriculum at Connect is all about 'Connecting' young people with learning on multiple levels, with Social Emotional and Mental Health being central to the process. The Centre operates a Trauma and Attachment approach which aims to "meet young people where they are at" and address the needs the students have moving forward.

Part of this approach uses the four S focus. The priority from a student's arrival is that they feel

- "Seen (or Significant)" they are both emotionally and physically
- "Safe" staff both model and teach young people how to feel
- "Soothed" so that they can start to feel
- "Secure" with the adults around them and their ability to learn.

The nurturing curriculum plays a key role in this and covers all aspects of student time at Connect, from classroom time to more unstructured social times. The focus is about recognising achievements on all levels and engaging young people with learning about themselves, others and the world around them. The curriculum at Connect is ever changing and requires a significant amount of adaptability to ensure that the needs of the young people are met. All students have assigned Key Workers to support them in achieving improved life chances.

## **Resources**

- Connect is in a separate building on school site. The building is secure. However, all Connect students are part of the main school. Connect students eat in the main building, have at least one lesson a week in the main building and some students attend selected lesson as appropriate to their programme of study and reintegration.
- Two teaching rooms, an Art/Craft room, a kitchen, and an adjoining theoretical learning space, a generic key work/1-1 room (which can also be used by other agencies), a smaller office and key work room 'graffiti walls (to develop a sense of share ownership There is also a large social space and computer area and small self-contained outside space attached to the building
- There are 2.4 teachers and 3 learning mentors.
- In addition, some subject specialists go to Connect to teach. English, maths, Art, Humanities (DHT), PE and food,
- Multi/outside agency involvement is also utilised as a resource to ensure that students can access the most appropriate support

## **Connect Curriculum**

Students can attend Connect on a full or part time basis and on a long or short-term placement or as a support package (in mainstream) to prevent placement. As students are in an Alternative Provision all students wherever possible, follow KS4 programmes of study with differentiation to meet the students' academic needs. This is in order to ensure that students are focused on achieving qualifications and

accreditation wherever possible. Subjects taught can vary considerably based on the type of placement or support packages students are on. Students on short and part time programmes are given additional 1-1 Key work slots to allow for the completion of key pieces of work missed through the placement. GCSE English, English Literature and Maths are taught to all students as appropriate to their ability. Additional qualifications in Art, Food and Nutrition and Health and Social Care are also centre based qualification offers. Students are encouraged to take a minimum of 5 qualification subjects if on a long term placement either Connect based or in collaboration with the mainstream offer. Students can access option subjects in the main building however this is dependent on their conduct as many of the specialist subjects chosen as options that cannot be taught in Connect are practical such as engineering and require a level of conduct to ensure student safety.

Students also have access to curriculum enrichment which is taught by both visiting teachers from the mainstream building positive links with mainstream and providing a broad and balanced curriculum. Subjects in enrichment include, Humanities, Expressive Arts, PE, Careers Education and project based learning. As all students in Connect are on the SEND register for SEMH students there is a strong focus on Character Education through PHSE, Philosophy and Ethics and Life skills lessons in addition to Interventions based on the needs assessed in Connect.

A typical day has three strands of provision delivery to it and may look like the following:=

Time	Strand 1	Strand 2	Strand 3	Additional
9.00	Breakfast and Social and Prosocial skills development	Breakfast and Social and Prosocial skills development	Key work Check-ins with targeted or vulnerable students	
9.30	Reading/literacy or numeracy	Library (Main building) recorded reading intervention for selected students	Key work Check-ins with targeted or vulnerable students	
10.00	English (Connect delivery)	Maths (Connect delivery)	Academic Intervention/Key work	Selected reduced timetables start (Key Work/Check ins)
11.00	Break together Social and Prosocial skills development	Break together Social and Prosocial skills development	Break together Social and Prosocial skills development	
11.25	Option subject – Health and Social Care (Connect delivery)	Option Subject – Art (Visiting Teacher delivery)	Psycho-education based intervention for selected students (Connect delivery)	
12.25	Lunchtime in the main building together Social and Prosocial	Lunchtime in the main building together Social and Prosocial	Base based lunch for students that require addition support with	Lunchtime is at a different time to the main building as students

	skills development	skills development	anxiety/eating/prosocial stressors	struggle with larger groups
1.00	Outside agency delivery – Expressive Arts	Character curriculum – life skills (Connect delivery)	Targeted Key work	Selected reduced timetables finish
2.00	Humanities (Deputy Head Visiting teacher)	Outside agency delivery – Expressive Arts	Targeted Key work	
2.55	Students finish for the day	Students are allowed (and frequently do) to stay for social/prosocial skills development e.g. chess, board games or additional Key Work		

Students are assessed throughout their time in Connect through a range of methods designed to ensure that needs are being met appropriately and that the work is personalised. This includes a Behaviour for Learning system (BFL) and personalised assessment based targets. Which parents are informed of on a weekly basis.

Interventions are allocated as required to the needs of the cohort and are based around Psycho-education around the challenges the students have and can be based on a range of different therapeutic and supportive strategies to ensure that students have the necessary skills to navigate their future successfully. Students that need additional support beyond this are referred to additional services as appropriate to their needs some of which take place in Connect. Outside agencies currently deliver sessions with the students around Health, CSE, Expressive Arts and, Aspirations and Careers as appropriate to the needs of the cohort.

### **Connect Referral**

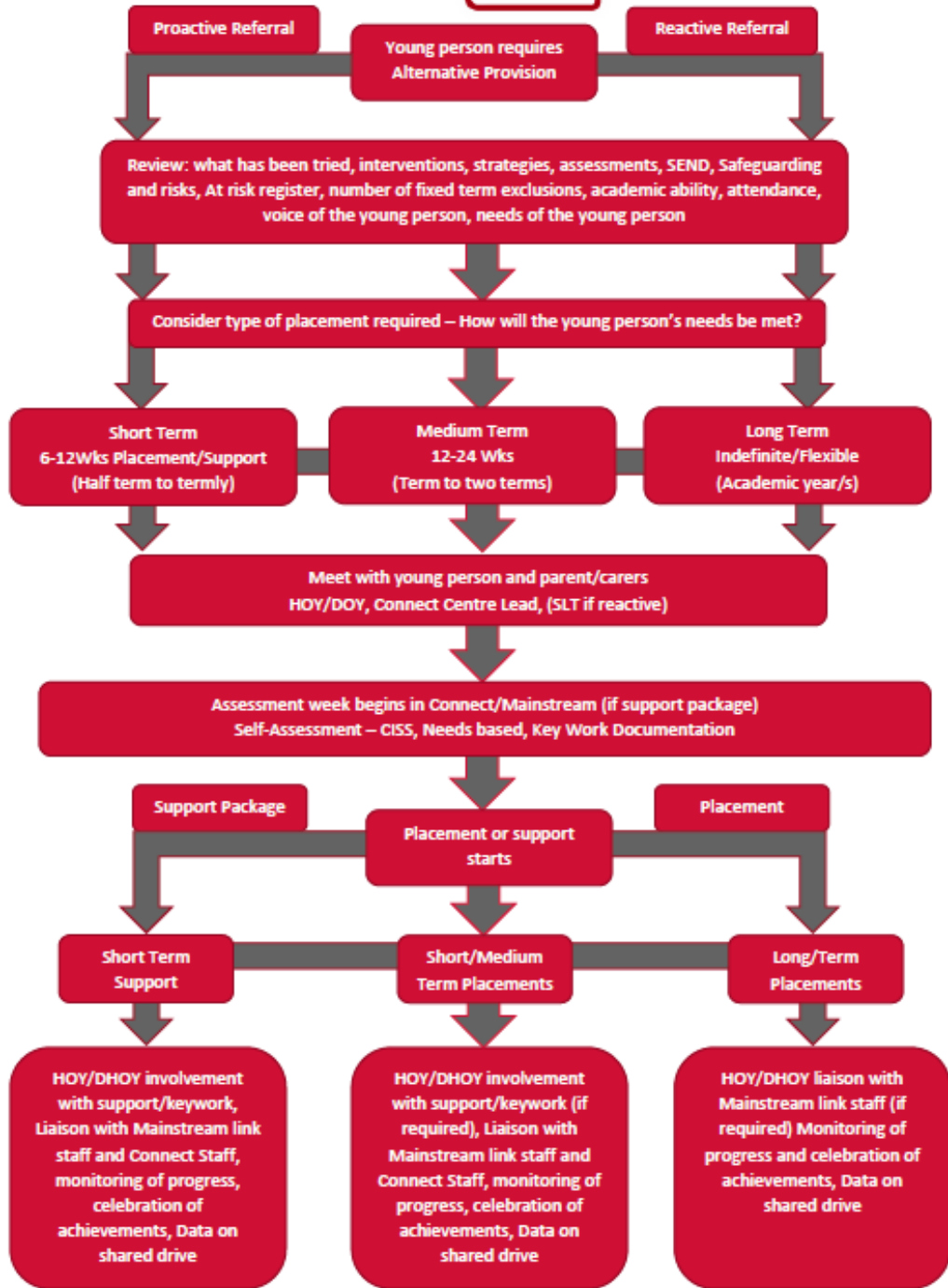
There is a detailed referral process for students being considered for a place in Connect. This is supported by the Character Development Curriculum across the whole school. Ensuring that students remain connected to the main building is paramount in terms of reintegration and liaison between key staff in both Connect and Mainstream is essential.

### **Connect SEMH Domains foci**

Connect as a provision provides opportunity to work on all of the following domains to best support young people and help them to adapt. Students are encouraged to make positive choices, take ownership of their behaviour and have their achievements recognised. Staff are also focused on reducing SEMH domain stressors to ensure that student want to engage. These foci are part of lessons and some of the less mainstream activities done. Examples for each are shown below:

- Social – use of board games, chess, sports, trips, having visitors in
- Pro-Social – Interventions and Key work, team building, end of year residential
- Biological – The physical environment and providing food
- Emotional – Interventions and Key work, support/communication with family, laughter

Cognitive – Learning activities/challenges/competitions and academic key work/intervention





## Appendix 2 - City of Derby Academy – Additional Curriculum Promises

At the City of Derby Academy, we believe in improving the life chances for all students. We believe that providing opportunities beyond the classroom will develop our students with the skills and qualities needed for their next stages of life. Therefore, any student who comes to CODA will experience these additional opportunities.

QUESTION	EXPLORE	GIVE	SUCCEED
<p>THROUGH</p> <ul style="list-style-type: none"> <li>• Experiencing a variety of religions and cultures and developing British Values</li> <li>• Developing personal skills including empathy, confidence, resilience, kindness etc.</li> <li>• Building, designing and creating a variety of things, including cooking a meal</li> <li>• Developing oracy skills and participating in debates</li> <li>• Being involved in politics at a school, local or national level</li> <li>• Listening to outside speakers</li> </ul>	<p>THROUGH</p> <ul style="list-style-type: none"> <li>• An outward-bound experience including navigating in the countryside</li> <li>• Going on school trips</li> <li>• Experiencing a first class SMSC, mental health and sexual education</li> <li>• Representing the school or performing in front of your peers</li> <li>• Experiencing at least 10 different sports/hobbies</li> <li>• Work experience</li> </ul>	<p>THROUGH</p> <ul style="list-style-type: none"> <li>• Volunteering in the wider community</li> <li>• Supporting other children and your peers in school</li> <li>• Supporting the school through your 'Pledge Passport'</li> <li>• Participating in a team</li> <li>• Being involved in charity work and fundraising</li> </ul>	<p>THROUGH</p> <ul style="list-style-type: none"> <li>• Being prepared for your next stages in life</li> <li>• Interview experience</li> <li>• Developing leadership skills</li> <li>• Visiting a major employer</li> <li>• Understanding basic life skills such as financial awareness, maintenance, personal hygiene etc.</li> <li>• Participating in celebration events</li> <li>• Memorable experiences</li> </ul>

## **Appendix 3: CoDA Curriculum “Big Picture”**

# 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>																			
The CoDA Curriculum	Is <b>BROAD, BALANCED &amp; AMBITIOUS</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>PERSONAL DEVELOPMENT</b>			<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>		
	Helps to keep our children <b>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>		
	Is <b>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>						<small>Attachment informed</small>						<small>Trauma 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>					
Is <b>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>					
How do we know?	<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>				

How do we deliver our curriculum?	<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>			
	Meet and greet	Correct at the door	<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>			
	"Do it now" tasks	Share and clarify learning outcomes	<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>Tackle low-level disruption</small>				<small>Guided &amp; independent practice</small>		<small>Appropriate pace &amp; challenge</small>		<small>Clear end points</small>						
<small>Use warnings and sanctions fairly and consistently</small>				<small>Provide time for rehearsal/elaboration/review</small>				<small>Question Level Analysis</small>				<small>Targeted interventions</small>		
How do we know?	<small>Observations</small>		<small>Climate Walks</small>		<small>Book Looks</small>		<small>Curriculum Conversations</small>		<small>Student Voice</small>		<small>Summative assessment analysis</small>			

What are we aiming for?	<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>Students are learning the curriculum over time and as a result they know more, can do more, and can remember more</small>			<small>Students read widely and often with fluency and comprehension appropriate to their age</small>													
	<small>Fewer behaviour incidents</small>			<small>Fewer exclusions</small>			<small>Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age</small>			<small>Improved PASS Survey results</small>													
	<small>External awards</small>			<small>SMSC Quality Mark (Silver achieved (2019))</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>	
How do we know?	<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>											

