

1 Haven High Academy Curriculum Summary 2020-2021

Our Curriculum Aim

Our curriculum aim at Haven High Academy is to provide an education of excellence that empowers our students to become confident, inquisitive, resilient and tolerant citizens in today's modern world. This knowledge and understanding, along with the qualifications gained will lay the foundations for lifelong learning.

Our Curriculum Foundations

Positive Learning Environments: All classrooms have a calm, purposeful and productive environment creating classrooms where students can answer questions without fear of getting answers incorrect.

Quality First Teaching: Teachers are subject experts with a passion and understanding of their subject area which alongside their teaching skill is used to create the positive learning environments that engages students.

Knowledge Rich Curriculum: Subject specialists are clear on the powerful knowledge they want the students to know and is designed to help students remember what they are taught.

Raising Aspirations: Students understand the importance of education and how this will help them achieve throughout their life, giving them clear guidance and instructions throughout.

Global Citizens: Students develop their academic capabilities throughout their learning journey as they also become more thoughtful, confident, and inquisitive citizens that will allow them to make reflective choices.

1.1 Intent	1.2 Implementation	1.3 Impact																																																																																																																
<p>Our curriculum is designed to be broad, balanced, challenging, and relevant in order to support our students intellectual, physical, personal, social and emotional development. It attempts to provide all our students with the core knowledge required to build a solid foundation for their future success.</p> <p>Broad Balanced Curriculum: This is done through the knowledge provided in all the subjects they partake in and how subjects interleave with each other. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. A curriculum that is full of powerful knowledge aim is to create socially mobile young people by giving them opportunities to pursue careers they are passionate about.</p> <p>Assessment: Common assessments in most subjects which are taken by students' year on year ensure a consistent approach. These are high quality summative assessments which allow students to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are typically taken two or three times a year. Our formative assessments are designed to support students in achieving fluency in each subject. This means that in lessons students are quizzed on prior knowledge in order to embed this knowledge in their long-term memory. This frees up their working memory to attend to current learning. Knowledge organisers provide students with key information in each subject, enabling them to develop their understanding of key concepts outside of their lessons.</p> <p>Transition: From day one we want our students to be working at their true potential. This is achieved through positive dialogue with our primary partners and working with them in the development of both our curriculum. We also want our students to be successful when they leave Haven High. Students are given the opportunity to develop their career thinking and to acquire important career management and employability skills.</p> <p>Reading: We recognise that the academic success of our students is dependent on them being fluent and proficient readers. To encourage all students to read widely, once a week all members of the Academy partake in our Drop Everything And Read (DEAR) initiative, allowing students to engage in their own reading whilst demonstrating reading as a lifelong occupation of the teachers. Our World Book Day celebrations create an immersive reading experience involving local bookshops and Boston library, and our students are issued a Rooted in Reading passport to track their personal reading and encourage them to extend the range of texts they encounter. We recognise that reading for pleasure is one of the greatest determining factors of academic success and therefore encourage students to read for 20 minutes per night.</p> <p>Wider Curriculum: Our students experience a rich and varied curriculum which is not just based in the classroom and contributes towards them developing important 'skills for life' such as self-awareness, compassion, teamwork, personal organisation, and leadership. This is achieved through an extensive menu of extra-curricular clubs and many learning experiences outside of the classroom including trips, concerts, performances, and awards evenings.</p>	<p>Every child has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our students, we bring out the best in everyone.</p> <p>Year 7 and 8: The curriculum model is based on a 26 period timetable split into two bands, H and W. Students study a wide range of subjects including the core subject, humanities, languages and the arts. Years 7 and 8 aims to provide a secure foundation and subsequent extension of prior knowledge, skills and understanding before broadening out into an ambitious and varied curriculum through our Year 9 'Choices' programme. The National curriculum content is carefully tracked to ensure that students have covered all areas of non-statutory KS4 subjects by the end of Year 8.</p> <p>Bridging Year 9: The curriculum offer is expanded in year 9 to suit the individual needs of all our students and include more vocational subjects alongside the traditional EBACC subjects. Students can choose 3 subjects that they will study for 2 periods a week using the time to develop the knowledge skills required for their chosen subjects. There is an additional program of study for all students in History, Geography, a conversational MFL and ICT lesson the purpose of which is to continue the development of our students. All students will also study Maths, English, Science, PE, RE and PHSE.</p> <p>Year 10 and 11: Students in year 10 and 11 start their programs of study in accordance with the exam boards they are sitting. Within the chosen subjects, the academy offers a range of different accreditation routes including academic and vocational. This ensures equity of delivery, with all students having equal access to subjects. The choices are designed to stretch and challenge students and to meet the demands of the local labour market. Students are offered a mixture of practical and academic subjects from all areas of the curriculum.</p> <p>Subject-specific assessment and vision: Each Schemes of Learning (SoL) has assessment built in, allowing students to practice knowledge retrieval and show understanding before the End of Year Assessment. Revision is built into, SoL focusing on retrieval practice (recall of the key knowledge) and elaboration (making links between ideas).</p> <p>Co-Planning: Departments have timetabled meetings to train and intellectually prepare for teaching our curriculum, focusing on adapting base lessons.</p> <p>Values: Haven High curriculum is founded on our five core values: Progress – To develop improve and advance. Resilience – The capacity to recover quickly from difficulties, toughness. Integrity – The quality of being honest and having strong moral principles. Disciplined – Showing a controlled form of behaviour or way of working. Excellence – The quality of being outstanding or extremely good.</p>	<p>The outcome of our curriculum: our students' progress and attainment, measuring the knowledge and cultural capital our students have acquired.</p> <table border="1" data-bbox="1929 787 2775 997"> <thead> <tr> <th colspan="4">Year 11 Outcomes</th> </tr> <tr> <th>Measure</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.92</td> <td>-0.69</td> <td>-0.17</td> </tr> <tr> <td>Attainment 8</td> <td>3.18</td> <td>3.56</td> <td>3.93</td> </tr> <tr> <td>% 9 -5 inc. Eng and Maths</td> <td>15.9%</td> <td>17.1%</td> <td>21.5</td> </tr> <tr> <td>% 9 -4 inc. 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