



Astor
Secondary School

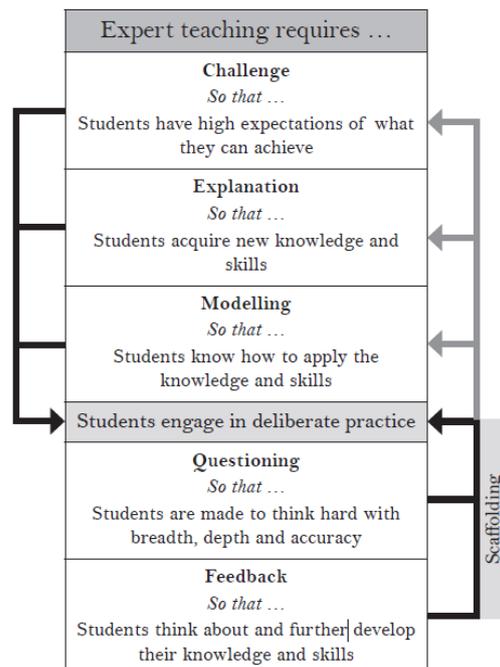
Adaptable - Creative - Proud

Curriculum Intent

The aim: the purpose of the Astor curriculum is to *inspire a love and knowledge of learning to as wide a pupil base as possible- with successful outcomes.*

Achieved by:

- A wide and diverse curriculum that teaches beyond the remit of examinations
- To embed excellent quality teaching in all classes using the *Six Principles* model



- To reinforce pupils learning by building robust 'Clever Connections' between different subject areas.
- To identify barriers to pupils learning and establish support groups to empower these pupils to find solutions
- To have a consistent literacy policy across the whole school so that pupils develop a confidence with the use of the English language and a wider love of reading.
- To provide platforms such as Teach Meets where good practices across the school can be shared.
- To provide extra curricular activities across a broad spectrum of subjects so that pupils can thrive and learn away from the classroom.

The ambitious curriculum at Astor equipping pupils with the knowledge to move successfully through each stage of their curriculum whilst developing skills and building resilience.

At Key Stage 3 the curriculum has a larger weighting of visual and performing arts which not only fills a gap in the cultural capital of the disadvantaged cohort but also recognises EEF research where key findings state:

1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.
2. The research summaries the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.

Curriculum Principles

We believe our curriculum should:

- Be broad, balanced and appropriate and remain as broad as possible for as long as possible regardless of demographic or starting point.
- Be coherent and sequential so that new knowledge and skills build on what has been taught, to secure strong student outcomes.
- Allow all pupils to develop their potential, achieve and experience success.
- Be informed by evidence, theory and research e.g. utilising cognitive science strategies to help pupils retain and recall knowledge to allow future learning.
- Acknowledge our contextual needs by giving high priority to increasing pupils' mastery of functional literacy, vocabulary and numeracy to maximise pupils' opportunities for future learning and employment.
- Ensure effective transition at all key stages; from Y6 to Y7, Y9 to Y10 and Y11 to Y12.
- Provide opportunities to develop SMSC, Character, Careers and Equality/Diversity education.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare pupils for life and work.
- Provide opportunities for learning outside the classroom; increasing cultural capital, raising aspirations and increasing pupils' appreciation of subjects beyond just examination content.
- Meet statutory National Curriculum expectations.

Curriculum Construction Principles

- Our curriculum is structured in a logical and chronologically appropriate manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points.
- Our understanding of cognitive psychology is used to maximise potential learning gains. For example, opportunities to regularly revisit knowledge are carefully planned to allow the best opportunities to improve student retention and recall.

The Curriculum Offer

Year 7 & 8

22 Core lessons	8 English, 8 Maths, 6 Science,
9 EBac lessons	3 French, 3 Geography, 3 History,
11 Arts	7 Visual Art 7 Tech, 4 Performing Arts,
4 PE	2 games lessons, 2 Physical Education
4 Pastoral	Learning for Life, RSE and Health Education, Tutor period

Year 9

22 Core lessons	8 English, 7 Maths, 7 Science,
10 EBac lessons	4 Fr/Gg/Ht (Opt1) 4 Fr/Gg/Ht (Opt2) 2 Epistemic Insight
10 Arts	6 Visual Art & Tech, 4 Performing Arts,
4 PE	2 games lessons, 2 Physical Education
4 Pastoral	Learning for Life, RSE and Health Education, Tutor period

At key stage 4 we offer the widest option availability in the local area including pathways for the most able (Music and Triple Science). All Options are driven by pupil demand and options block do not restrict initial choice. All pupils are able to take E Bacc pathway should they wish to.

Years 10 &11

27 Core lessons	9 English, 9 Maths, 9 Science,
18 option lessons	3 choices of 6 lessons of each: History, Geog, French, Triple Science, Dance, Drama, Music, Art, Photography, Graphics, Ceramics, DT, Construction, Hair, iMedia, Business, Health & Social Care, Sociology, GCSE PE,
2PE	2 Physical Education
3 Pastoral	Learning for Life, RSE and Health Education, Tutor period

Sixth Form

Our Key Stage 3 and 4 principles continue into the Sixth Form enabling clear and well understood lines of progression. Pupils can study three, with some scope for four, A level equivalent courses. The curriculum offer includes a range of A Levels and Technical Awards (many offered to provide a mix and match approach) alongside other qualifications such as the Extended Project, Core Maths and Arts Awards all designed to offer breadth and variety.

Our curriculum offer post 16 is built upon and informed by a destinations-led approach. Our Y13 students leave us to follow a wide range of pathways including apprenticeships, university places and employment; and we ensure that our curriculum reflects this; with (as at Key Stage 4) many subject sectors offering more than one qualification type.

Advice and guidance are high profile and ensure that curriculum choices are informed and appropriate. A wide variety of opportunities are offered to support and prepare pupils for transition post 18 and study programmes include structured work experience, volunteering and personal development.