



Iceni Academy (Methwold): Curriculum Plan 2019-20

Curriculum Intent & Rationale

As an Academy our focus has been, in recent years, on the 3 Cs - Currency, Character and Culture. We believe that the currency our students receive gets them *to* the door, and that the other opportunities get them *through* the door. This means developing our students into well-rounded young people, ready and equipped to go out into the world and make positive contributions to their communities. We want our students to leave us with a high level of cultural capital.

We uphold high levels of aspiration for all of our students, and our curriculum design reflects our belief that our students

We take a holistic approach to curriculum design so that everything we do, from PL time activities, to lessons, to extra-curricular clubs and trips, helps our students develop their Currency, Character and Culture.

We believe our students should have every opportunity to develop into well rounded young people. We therefore feel that all of our students need experience of studying subjects for longer that will make them true global citizens and to be compassionate and understanding of the world around them - namely history, geography and the modern foreign languages.

We also believe it is vital that our curriculum supports students' wellbeing and mental health, and we embed these beliefs through continued study of the Arts into Year 9. We are doing a disservice to our students if, for some, the last time they create art, play music or take part in theatre-making is when they are 12.

We want students to have equal access to Currency, Character and Culture development so they can leave our Academy as well-rounded young people ready to contribute sensitively, meaningfully and positively to society. We want our students to 'Choose to Succeed' in their own communities and beyond.

Our curriculum is evolving in 2019/20 to include:

- A three year KS3 to allow for:
 - Study of the arts, modern foreign languages and design technology subjects for longer
 - A later options process so that students make the right choices at the right time to ensure success at GCSE level and post-16
- Discrete PSHE and RE lessons
- Implementation of GCSE Citizenship for all KS4 students
- Broadening of our Mandarin programme with Norwich School
- Further embedding of the PiXL Character development resources to include Edge accreditation
- Further embedding of the PiXL 'Them and Us' resources
- Introduction of the first cohort of recruits to join our contingent of the Combined Cadet Force, parading from September 2019
- Introduction of the 'Iceni Learning Journey', mapping for students and their families the broader curriculum they will follow during their time with us.



Curriculum Aims

To create:

- Successful students who enjoy learning, make good progress and succeed (Currency);
- Happy and healthy, well-rounded students who are able to make a positive contribution to society (Character);
- Global citizens, who are compassionate, tolerant and understanding of the world around them (Culture).

Strategic Intent

To deliver a curriculum which:

- Creates an aspirational culture
- Takes into account individual needs
- Allows everyone to experience success
- Raises standards of attainment and progress for all students
- Allows all students to develop their Currency, Character and Culture.

Spiritual Moral Social and Cultural development / British Values

Developing our students' S.M.S.C. education and promoting B.V. are strategically led by the Assistant Principal for Inclusion. No opportunity to develop S.M.S.C. and B.V. is overlooked in lesson time, and these crucial strands are also developed and delivered during PL time and assemblies and through bespoke events throughout the year.

Literacy and Numeracy

Mathematical fluency and confidence in numeracy, as well as an ability to read fluently, with good pace and understanding and at or above chronological age are preconditions of success across the national curriculum. Therefore, some groups of students in Years 7 and 8 who will benefit from enhanced intervention will have additional literacy and numeracy lessons embedded in their timetable. These lessons will holistically support the work done with small group interventions.

No opportunity to embed numeracy and literacy (and RWCMi) across the curriculum will be missed. This includes opportunities in all subjects to experience academic and real-world reading, alongside developing understanding of Tier 2 and Tier 3 vocabulary.

Character & Culture Development

At Iceni Academy, the character of our students is developed implicitly and explicitly. One PL (Personalised Learning) session a week focuses on explicitly developing the 'LORIC' character skills (leadership, organisation, resilience, initiative, communication).



These sessions are themed for the students' year group and stage in their learning journey, and focus on a range of skills which will be important both in and out of school.

We are also embedding, for the first time, The Edge, which is a really exciting way to accredit students' LORIC skills. The Edge is a framework which is designed to be systematic, nurturing, immersive, manageable and valued by business.

In the English curriculum, all Year 8s follow a scheme of learning called 'Up for Debate' which teaches students not only the skill of debating but, more broadly, equips them with vital oracy skills to aid their ability to communicate clearly and effectively with others.

For the first time in the Academy's history, we will have a contingent of the Combined Cadet Force parading from September 2019. This will have a huge impact on the development of character in our students.

Students will also be following a programme during PL time called 'Them & Us', which is an exciting package focusing on helping our students understand the importance of demonstrating kindness, showing respect and tolerance and living without harm, not just to those people who are like them but to people who are not like them.

Build Up

The 'Build Up' programme, in conjunction with PiXL, will allow 20 of our more disadvantaged and/or hard to reach students (those who could be categorised in ASCL's 'Forgotten Third') to improve their outcomes and develop their **C**urrency, **C**haracter and **C**ulture through access to:

- GCSEPod
- MyON from Renaissance Learning
- Maths-Whizz from Whizz Education
- Tassomai
- iAchieve
- Mark Lloyd's School Dinners

These resources help develop skills for core subjects, as well as offering an online learning platform for a range of accredited, Progress 8 'Open element' vocational qualifications through iAchieve. Mark Lloyd's School Dinners gives students the opportunity to work collaboratively with others to run a one-off, pop-up restaurant, supported by Mark Lloyd, giving them an incredible opportunity to learn a range of skills vital to employment as well as developing their character and culture skills.