















## Curriculum

INTENT	IMPLEMENTATION	IMPACT INDICATORS	Evidence of Impact
<p><b>Students will have equitable opportunities for success</b></p>	<ul style="list-style-type: none"> <li>📄 The curriculum will be designed around 6 faculty areas which supports students to develop knowledge and skills across an equitable KS3 and KS4.</li> <li>📄 Students will make clear connections within and across the 6 faculty areas of English, Maths, Science, Global Understanding, Creative, Health &amp; Wellbeing</li> <li>📄 All subjects are valued. Equal curriculum time will be given to each faculty area at KS3 and students will choose to study 3 non Ebacc subjects at KS4 to ensure a broad offer</li> <li>📄 All students have the opportunity to follow an E-baccalaureate pathway as well as studying triple science if appropriate</li> <li>📄 All aspects of Academy life will be poverty proof to mitigate the impact of disadvantage and give students an entitlement to opportunity through free; enrichment activities, residential trips, music tuition, singing lessons. Students will also be in receipt of a free uniform, PE kit and cookery ingredients.</li> <li>📄 The curriculum will be text rich with a dedicated daily reading time across all subjects which develops reading fluency</li> <li>📄 High Quality planning will ensure that the needs of students are met, including those who arrive with below age related expectations or speaking little English. Differentiated curriculums will accelerate learning and fill knowledge gaps developing a web of knowledge that excites and is</li> </ul>	<ul style="list-style-type: none"> <li>📄 Students will achieve academic success irrespective of personal and social disadvantage.</li> <li>📄 There will be no progress gap between groups of students, including those eligible for pupil premium funding</li> <li>📄 Students will have the skills to seek wider opportunities beyond KS4</li> <li>📄 All students have the opportunity to follow an E-baccalaureate pathway as well as studying triple science</li> <li>📄 Students will be aspirational for their futures and destination data will be at or better than Manchester Averages.</li> <li>📄 Students will experience an inclusive experience irrespective of personal and social disadvantage that enables them to enjoy and achieve in a rich and diverse curriculum</li> <li>📄 Students will have the required literacy skills to access the curriculum and develop knowledge</li> <li>📄 Low attaining students will make above average progress to support a closing of their learning gap.</li> <li>📄 Attainment will be at or closing rapidly to national attainment irrespective of student starting points</li> <li>📄 Students will understand what progress they need to make and how they can achieve this</li> <li>📄 ESAs provide the opportunity for out</li> </ul>	<ul style="list-style-type: none"> <li>📄 Both disadvantaged and 'other' students make more progress than 'national other' students (source, P8 2017 &amp; 2018).</li> <li>📄 E-baccalaureate entry numbers 2017 (22% 42/188) and 2018 (31% 65/211) current year 11 57% 129/227 with no gap between PP and NPP students</li> <li>📄 Triple science is currently being studied by both year 10 and 11 students after being introduced in 2017</li> <li>📄 Latest 'moving on data' places MCA as 2<sup>nd</sup> in Manchester (98%). Significant improvement in destination data- above Manchester Average of 95.2%</li> <li>📄 Over 90% of key stage 4 students complete awards in 3 non-Ebacc subjects to ensure the curriculum is broad and varied</li> <li>📄 100% of Year 7 and 8 students receive singing, drumming, guitar sessions free of charge, with many students experiencing D of E expeditions, foreign trips, outward bounds trips free of charge</li> </ul>

	<p>valued by them.</p> <ul style="list-style-type: none"> <li>📌 A study support offer as part of the ESA curriculum ensures students receive targeted intervention to fill knowledge gaps and develop key skills</li> <li>📌 An ESA offer will be wide and varied and staff will provide at least one after school session per week irrespective of subjects</li> <li>📌 79 after school sessions are offered across the academy with students attending 2.</li> <li>📌 Students can also receive targeted intervention to fill knowledge gaps and develop key skills</li> </ul>	<p>of hours learning, developing wider skills beyond subject content</p> <ul style="list-style-type: none"> <li>📌 Students will experience a range of opportunities that develop their individual interests in a broad sense that develops their cultural capital</li> <li>📌 In Year 7, Catch up premium students are grouped according to need with the lowest KS2 scores receiving a reading intervention programme that develops phonological awareness and reading fluency and the higher attaining students partaking in an expert writers' programme.</li> </ul>	<ul style="list-style-type: none"> <li>📌 The ESA curriculum is a highly valued component of education. Currently 79 different sessions are offered after school with students attending a minimum of 2</li> <li>• Students close the gap to their peers and access a full curriculum</li> </ul>
<p><b>Students will be prepared for tomorrow by developing key communication, literacy and digital skills</b></p>	<ul style="list-style-type: none"> <li>📌 Within the curriculum students will receive dedicated time to devote to their career. In Year 10 students will gain at least one qualification in a work related pathway such as: Microsoft office specialist, Autodesk certified user, Adobe certified user (photoshop), ASDAN, vocational taster in Hair and Beauty, Basic Food Hygiene level 2/3, NMITTP certificate in education, Finance Preparedness (exact name TBC), Level 1 Interpersonal Skills (Via Teens &amp; Toddlers). Additionally, all students will achieve Duke of York Award (Digital Literacy) and a first aid qualification.</li> <li>📌 Students are exposed to emerging technologies and digital literacy to ensure they are prepared for the jobs of tomorrow that may not exist yet, technology such as Cad cam machines, 3 D printers, micro bit and coding support an ever changing curriculum design.</li> </ul>	<ul style="list-style-type: none"> <li>📌 Students will be aspirational about their future as a result of effective guidance and support that exposes them to possibilities</li> <li>📌 'Moving on'/ Progression data will be at or above national levels demonstrating that students are well prepared for their future</li> <li>📌 Alumni programmes will support students to effectively transition to relevant courses</li> <li>📌 Students will be aspirational about their future in an ever changing digital labour market</li> <li>📌 All students will study a computer, digital or technology KS4 course</li> <li>📌 All students will access a full curriculum</li> <li>📌 Low attaining students on entry will achieve above average progress 8 score in English demonstrating a</li> </ul>	<ul style="list-style-type: none"> <li>📌 Students enter the academy 'sig –' and make above average progress</li> <li>📌 Reading ages are, for the vast majority of students, below age related expectations on entry. Students attain in English at/above national average with over 22% of students achieving a grade 7-9.</li> <li>📌 Digital literacy is a key component of our curriculum with 3 new computer suites open from September 2018. Students have access to industry standard technology</li> <li>📌 All students choose a technology or computer based option at KS4</li> <li>📌 The NEET data is rapidly reducing as a result of effective independent support, bespoke CEIAG and improved partnerships which all support a raising aspirations</li> </ul>

	<ul style="list-style-type: none"> <li>📖 Students will be immersed in a text rich curriculum to close the vocabulary gap and ensure high levels of literacy for future success</li> <li>📖 Lessons will be 80 minutes in lengths to ensure depth of knowledge and opportunities for extended writing</li> <li>📖 Students act as peer readers to younger students developing literacy and leadership skills</li> <li>📖 Year 7 students who arrive below age related expectations engage with Accelerated Reader as part of their Year 7 English curriculum</li> <li>📖 Students will be able to learn a wide range of languages that enrich and celebrate local heritage.</li> <li>📖 EAL specialists will provide a bespoke curriculum that supports international new arrivals to access the curriculum and achieve.</li> <li>📖 All students will have the opportunity to study foreign languages including Mandarin</li> </ul>	<p>closing of the gap to their peers and those with low chronological reading age will make rapid gains</p> <ul style="list-style-type: none"> <li>📖 Students will develop effective oracy skills that enables them to communicate effectively</li> <li>📖 Our diverse community will be celebrated and embraced by enabling students to study home languages</li> <li>📖 Students will be prepared to contribute both locally, nationally and globally</li> </ul>	<p>agenda</p> <ul style="list-style-type: none"> <li>📖 The number of students studying Engineering is above average with students attaining exceptional results. This highlights how the MCA curriculum is responsive to local labour intelligence</li> </ul>
<p><b>Students will experience the importance of creativity, wellbeing and individuality</b></p>	<ul style="list-style-type: none"> <li>📖 Equal curriculum time is to given to all 6 faculty areas</li> <li>📖 The faculty area of health and wellbeing links PE, Wellbeing RE and cookery</li> <li>📖 All students have the opportunity to learn to play an instrument/ receive singing lessons</li> <li>📖 Students in KS3 receive 2 x 80 minute lessons per week of PE</li> <li>📖 The MCA curriculum goes beyond the National Curriculum and subject specifications to ensure that the needs of our students and context are met. For example, students have the opportunity to gain qualifications in community languages</li> </ul>	<ul style="list-style-type: none"> <li>📖 There is a depth and richness to the curriculum</li> <li>📖 Students connect wellbeing beyond physical activity and can make informed decisions about healthy lifestyles</li> <li>📖 Learning to play an instrument becomes a right of all students rather than a luxury to those that can afford it</li> <li>📖 Students are exposed to more physical activity to improve health indicators of the young people in the local area</li> <li>📖 The curriculum is broad and rich key</li> </ul>	<ul style="list-style-type: none"> <li>📖 All students achieve across non-Ebacc subjects, with the open slot 'well above average' for 3 consecutive years. Students follow their passion and interests in 3 awards from the arts, technology, computing and health</li> <li>📖 78 activities are offered as ESAs, a golden thread of our school year is students participating in a range of inter and intra school sporting completion, leadership as well as theatre shows, poetry, debating, singing and talent competitions</li> </ul>

	<p>so that their local heritage and culture can be celebrated and explore qualifications that are suited to their talents, for example in singing.</p> <ul style="list-style-type: none"> <li> Subject selections or option choices are made in a phased approach starting with subjects being studied in the open unit in year 9. Two of these subjects are usually completed in year 10 which allows additional time to study E-Baccalaureate subjects in year 11 as well as affording the time for sport, health and college visits.</li> <li> Students experience drop down days to delve into subject content in a more creative and expressive way. For example, a 'Who Dunnit Day' to develop questioning, oracy and written communication and a 'Darwin Day' to explore knowledge linked to evolutionary theory</li> <li> A rich ESA offer enables all students to explore individual interests such as astronomy or drumming</li> <li> Diversity, tolerance and individuality is celebrated and embraced through an inclusive Aspire programme</li> </ul>	<p>stage three curriculum that goes beyond merely serving the specification needs at key stage 4</p> <ul style="list-style-type: none"> <li> Students become more engaged in their learning through understanding the relevance in real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li> LGBT Students are open about relationships and have a forum to meet</li> </ul>
<p><b>Students will be physically and mentally resilient</b></p>	<ul style="list-style-type: none"> <li> The curriculum is underpinned by our MCA values, SMSC and a health curriculum to ensure that students grow to exceed their personal, academic and creative potential.</li> <li> Dedicated time is given to a health and well-being curriculum every week</li> <li> Students are equipped with strategies to support their mental health and well-being through My Personal Best and the Health curriculum.</li> </ul>	<ul style="list-style-type: none"> <li> Students understand the Academy's holistic approach to developing them as individuals which supports them in balancing stressors of academic outcomes with memorable learning experiences in a supportive environment.</li> <li> The health and wellbeing curriculum improves the mental health of young people by improving self-efficacy and</li> </ul>	<ul style="list-style-type: none"> <li> Leadership and prefects introduced in 2017 and play a key part in Academy life</li> <li> Mental health awareness is delivered as part of the Aspire curriculum</li> <li> A group of disadvantaged students worked on developing self-esteem with 10 chosen to introduce the national SSAT conference in 2017</li> </ul>

	<ul style="list-style-type: none"> <li>❏ Students have opportunities to be health ambassadors and student leaders</li> <li>❏ Trained counsellors and a speech and language therapist are permanent members of staff in addition to a full team that offers full family support to families in need</li> <li>❏ Through an RE curriculum and the use of SMSC across all subject areas students explore and debate contemporary issues</li> <li>❏ Development of the MyPB programme instils important skills to equip students for lifelong learning</li> <li>❏ Students explore risk taking behaviours specific to their age group and context</li> </ul>	<p>self-confidence. The faculty teaches meditation, mindfulness and relaxations strategies to be used throughout life and promote positive mental health</p> <ul style="list-style-type: none"> <li>❏ The health and wellbeing curriculum teaches a wide-range of physical activities which students can engage in throughout life to lead to a lifelong love of physical activity and therefore an improvement in the health of the local community.</li> <li>❏ The health and wellbeing curriculum teaches cookery skills that can serve students throughout life to eat a well-balanced diet influenced by various cultures which uses various methods of cookery.</li> <li>❏ Health Ambassadors influence other students in the school, students from other schools and the local community to improve their health and wellbeing.</li> <li>❏ All students that require access to counsellors and speech and language therapists receive support improving the wellbeing of students and families.</li> <li>❏ Students learn empathy, tolerance and respect and understand that our Academy and wider community is richer through the unification of our different cultures</li> <li>❏ Students make informed choices and understand the potential consequences of those choices.</li> <li>❏ Continue to develop ASPIRE curriculum to create a more open</li> </ul>	<ul style="list-style-type: none"> <li>❏ A dedicated support team responds to family issues ensuring not only the child but the whole family receive appropriate support where appropriate</li> <li>❏ A speech and language therapist and counsellors have been employed for 2018 to give effective and immediate front line support</li> <li>❏ Students have varied opportunities to gain responsibility within the Academy through working on the radio, becoming health ambassadors and sports leaders</li> </ul>
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<p><b>Students will experience a curriculum with a richness, breadth and depth that develops a web of knowledge</b></p>	<ul style="list-style-type: none"> <li>📖 A text rich curriculum enables students to access all curriculum areas using literacy skills to access all subject areas</li> <li>📖 Strategy dedicated to improving literacy across all subject areas</li> <li>📖 Strategy dedicated to improving numeracy across all subject areas</li> <li>📖 Faculty collaborative planning allows subjects to link learning through different subjects</li> <li>📖 Curriculum drop down days/weeks allow subjects across the curriculum to come together to share common themes in a less traditional approach</li> <li>📖 Alignment of planning across the curriculum allows staff to teach across different subjects and support their learning where there are direct links</li> </ul>	<ul style="list-style-type: none"> <li>📖 Lessons include textual references and examples to support the development of knowledge</li> <li>📖 Students learn how to read with fluency as well as developing their inference and deduction skills</li> <li>📖 Students begin to question and debate in real world topics</li> <li>📖 Students become keen and active readers</li> <li>📖 Students read every day and engage in discussions which further promote their knowledge and understanding of the world</li> <li>📖 Students will participate in enrichment days where they question ideas and think about connections across subject areas and links to relevant context</li> </ul>	<ul style="list-style-type: none"> <li>📖 Year 7 students and those with lower than average reading ages make progress at least in line with their chronological age</li> <li>📖 Higher attaining students make at least expected progress as a result of engagement with wider knowledge and reading materials</li> <li>📖 Curriculum plans reflect a personalised approach to developing knowledge and competencies that are relevant to our students in our context</li> <li>📖</li> </ul>