



SKEGNESS ACADEMY

Curriculum Intent 2022-2023

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Owner	K Albelda
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Trust Mission Statement:

Pupils leave a GAT Academy with the academic qualifications and wider skills, characteristics and experiences, which will help them to lead successful and healthy lives.



SKILLS KNOWLEDGE AMBITION

**Skegness Academy, together we achieve the
extraordinary!**

Our curriculum Intent:

At SKA, our moral purpose is to give students the Skills, Knowledge, and Ambition to break down contextual barriers opening doors to better life chances and success by providing a broad and balanced curriculum.

In order to achieve this our curriculum is designed around the following principles-

Skills, Knowledge and Ambition:

- **Skills-** all pupils will develop core skills for learning which include literacy, numeracy and behaviour for learning alongside **disciplinary knowledge** enabling them to secure the skills required to be successful scientists, historians, engineers or artists and achieve their ambition.
- **Core and substantive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum. This knowledge is sequentially delivered, and learning is carefully planned and sequenced to incrementally build long-term knowledge through spaced recall and retrieval activities, developing cross-curricula schema, and preventing cognitive overload.
- **Powerful knowledge** – pupils are given opportunities outside of their normal experience. They are shown the skills they need in order to build upon, challenge and contest core knowledge so they can have extraordinary experiences and become extraordinary. In addition, they are supported to acquire knowledge to take them beyond their own expectations to broaden their access to further and higher education. This is provided through opportunities for cultural capital, character education and our extra-curricular offer.
- **Ambition** – all groups of pupils will have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all. They will be challenged and inspired to have high expectations for their futures. They will participate in enrichment opportunities which will take them beyond their own experience. This will include a university project and visits, links with industries not based in Skegness and opportunities to visit larger towns and cities in the UK. The Academy aims to increase the retention of pupils from Year 11 to Sixth Form so that the majority of pupils continue their education at the Skegness Academy. The Academy aims to maintain zero NEETs at both Post 16 and Post 18 and increase the number of pupils who are the first in their family to go to university.

We will identify and address the barriers our pupils have which prevents all of the above. Many of our pupils enter the academy below expected levels in both literacy and numeracy and with low expectations for outcomes at age 16 and beyond. Our curriculum is designed to enable accelerated progress in year 7 to ensure equitable access to the national curriculum. It also quickly establishes an ethos within which, progress and ambition are celebrated and where opportunities to experience elements of British society and culture not easily accessed in Skegness are readily available. Success is celebrated by all and resilience in the face of failure is actively encouraged and supported by all stakeholders.

Our curriculum intent is broken down into specific intents for each stage of our 7 year curriculum. Examples of where this is implemented and where evidence can be found are given in purple text.

Moral curriculum intent: A pupil should...		
WHAT	HOW	WHERE
SKILLS	Have a consistent message about high standards of behaviour which promotes tolerance, resilience, integrity and provides them the disciplinary knowledge required to be extraordinary members of the academy, local community and beyond.	All faculty curriculum intents and SOL, behaviour policy
	Be confident communicators and be numerate enabling them to be effective citizens of the future.	All faculty intents and SOL, the Literacy and Numeracy action plans/intents
KNOWLEDGE	Have a strong foundation in core and substantive knowledge from the personal, social and health awareness (PSHE) and their understanding of Sex and Relationships Education (SRE)	PSHE/SRE curriculum intent and SOL, assembly programme and form tutor programme
	Have a broad offer of enrichment opportunities as part of the SKA Pledge, "to deliver a learned experience that develops the whole child and have the welfare and success of our pupils at the heart of all we do". To build the pupils powerful knowledge enabling them to have maximum cultural capital.	Pupil planners, calendar PD records
AMBITION	Have had regular opportunities to consider how to be "extraordinary"- extraordinary pupils, extraordinary peers and extraordinary members of the local community. To be supported to reflect on "what went wrong" and have the skills needed to "do better and be extraordinary"	Pupil planners, behaviour records, Classcharts

	Transition curriculum (yrs 7-9) intent: A pupil in this phase should...	
WHAT	HOW	WHERE
SKILLS	Have experienced a broad curriculum which meets the requirements of the National Curriculum, that has prepared them with the disciplinary knowledge required to be extraordinary scientists and historians for example.	All faculty curriculum intents and SOL
	Be numerate and literate enough in order to access and be extraordinary across the full curriculum.	All faculty intents and SOL, the Literacy and Numeracy action plans/intents
KNOWLEDGE	Have a strong foundation in core and substantive knowledge from the broad and balanced curriculum to enable them to successfully embark on GCSE and Vocational curriculum choices.	All faculty curriculum intents and SOL
	Have developed their personal, social and health awareness (PSHE) and their understanding of Sex and Relationships Education (SRE) to ensure their safety and be responsible citizens.	PSHE/SRE curriculum intent and SOL, assembly programme and form tutor programme
	Have experiences and opportunities which build their powerful knowledge of the world outside of their normal experiences.	AIP, cultural capital record and cultural curriculum intent
AMBITION	Have had regular opportunities to consider a wide range of career and further study paths open to them at 16, 18 and beyond. Teachers will regularly discuss career possibilities and will challenge barriers that might prevent these routes for our pupils and enable them to achieve the extraordinary.	Careers curriculum intent, Gatsby documentation

Qualification curriculum (yrs 9-11) intent: A pupil in this phase should...		
WHAT	HOW	WHERE
SKILLS	Have experienced a specialised and carefully sequenced curriculum which will prepare them with the disciplinary knowledge required to be successful in examinations and assessments for GCSE and Vocational qualifications and open any door for further and higher education.	All faculty curriculum intents and SOL
KNOWLEDGE	Have a strong and specialist instruction in core and substantive knowledge in their GCSE and Vocational curriculum choices.	All faculty curriculum intents and SOL
	Continue to have experiences and opportunities which build their powerful knowledge of the world outside of their normal experiences and is focused on ensuring individual ambition, challenge and to achieve the extraordinary.	AIP, cultural capital record and cultural curriculum intent
AMBITION	Continue to have regular opportunities to consider a wide range of career and further study paths open to them at 16, 18 and beyond. This will be personally targeted at individuals embracing and challenging their future potential.	Careers curriculum intent, Gatsby documentation

Sixth Form curriculum (yrs 12-13) intent: A pupil in this phase should...		
WHAT	HOW	WHERE
SKILLS	Have experienced a personalised learning pathway that is made up of a broad, balanced and appropriate range of subjects that equips each learner with the disciplinary knowledge and skills required to be extraordinary and secure their intended and desired destination.	Faculty Curriculum Intents, SOLs, SF QA, Monitoring & Tracking Calendar, Destination Data Reports (internal and LCC published).
KNOWLEDGE	Build upon prior core and substantive knowledge from KS4 that promotes a love of and motivation for learning which further equips students for their roles as citizens. To allow all learners to develop deeper knowledge and understanding of their chosen subjects and the ability to link this learning to the wider social context.	Faculty Curriculum Intents, SOLs, Data Drop Analysis (3 per year).
AMBITION	Provide appropriate pathways that engage and inspire all learners to enable progression into Higher Education, meaningful employment or further training. To provide the opportunity for all learners to experience life beyond Sixth Form through 'work insight' opportunities and to achieve the extraordinary.	Careers in the Curriculum SOL, Sixth Form Enrichment Programme of Study, Work Experience logs, Careers Calendar of Events, Destination Data Reports (Internal and LCC published).