

JRS WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Our curriculum intent is to produce students who can Be Respected, Be Resilient, Be Valued, Be Ready for their Future and Be You.

	OFSTED	INTENT
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>‘They will look at the scope of the curriculum, including how carefully the leaders responsible for the curriculum in the school have thought about what end points the curriculum is building towards (with reference to the national curriculum). They will also look at how the leaders responsible for the curriculum have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.’ (235)</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>‘Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed knowledge fluently and develop their understanding, and not simply memorise disconnected facts’ (238)</p>	<p>The curriculum builds students’ resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum takes into account the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p>Cultural Capital</p> <p>‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’ (250)</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to ‘the best that has been thought and said...helping them engender an appreciation of human creativity and achievement’</i></p>
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>‘If nothing in the long term memory has been altered, nothing has been learned. However, pupils learn by connecting new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising disconnected facts’ (246)</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>
<p>BE YOU Be able to be the best person students’ can be in their school, local community and society as a whole</p>	<p>‘...inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the ‘impact’).’(237)</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8</p>

and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.