

Leigh Academy Rainham

Curriculum Intent Policy

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1. Curriculum Intent Statement

Curriculum at Leigh Academy Rainham is defined as the blueprint for all that will be taught, learnt and experienced by students within and beyond the classroom environment. Our vision that pupils will 'Dream, Believe and Achieve' is underpinned by the high quality curriculum on offer that is not only broad and innovative but designed to improve the life chances of our young people. Students will not only become masters in each of the disciplines but understand holistic overarching concepts that link academic and vocational subjects, PSHRE and the fundamental British values; this will be achieved through an ongoing cycle of inquiry, application, assessment and improvement. Thoughtful cross-curricular planning ensures that topics between different subjects are well sequenced and aligned with a cohesive, coherent and chronological approach to the holistic delivery of concepts and content. This exposes students to limitless cross-curricular connections provoking students to make fascinating links and cumulatively gain knowledge which is embedded in their long term memory. It is our duty to ensure that students leave the academy with the necessary personal, academic and social skills and cultural capital needed to thrive and succeed in their chosen careers.

Our intent is that the Curriculum:

- Provides a broad, innovative and balanced curriculum that is challenging, comprehensive, underpinned by the principles of the International Baccalaureate Middle Years Programme and is accessible to all pupils, regardless of prior attainment, academic ability or need.
- Delivers opportunities for students to become accomplished and reflective lifelong learners, with useful, transferable skills and well embedded schemas of knowledge. Students will leave with enhanced digital literacy and understanding across a range of disciplines, including numeracy, and literacy.
- Fosters a culture in which students are independent, highly ambitious and achieve excellent outcomes , opening doors to a variety of future opportunities and enabling them to access further education and careers of their choice.
- Expands students' perspectives through a range of spiritual, moral, social and cultural opportunities, creating globally aware young citizens with a sense of moral and social responsibility who also have the necessary [IB Learner qualities](#) to overcome the challenges they are likely to encounter in life.

2. The Academic Curriculum

The curriculum at Leigh Academy Rainham serves to build upon the skills and knowledge developed throughout a student's primary education and creates a solid foundation upon which to develop knowledge and key concepts as they move from Key Stage 3 to Key Stage 4. This means that each subject plans their curriculum to be delivered in a way that sequences learning towards cumulatively sufficient knowledge and skills for future learning and employment. Within the [Academy Cross Curriculum Map](#) there are clear links between the curriculum, the local context of the school and global contexts. Many students have limited understanding of life outside the local area and therefore schemes of work use examples of familiar local contexts alongside global contexts to further develop their understanding of the wider world.

2.1 Curriculum Timetable

The Academy day is divided into 5, one hour teaching periods over a two week cycle, with 48 periods per fortnight where the Academy day finishes early on Wednesday afternoon for the professional development of teachers. In addition to this we have an extra period at the end of the day for pupils to attend intervention/enrichment sessions and after Academy day clubs.

The tables below show the amount of classes per subject over the 2 week cycle in each year group.

Subject	Hours a fortnight				
	Year 7	Year 8	Year 9	Year 10	Year 11
Maths	6	7	6	8	8
English	7	6	7	8	8
Science	7	7	8	8	8
MFL	4	4	4	5	5
Geography	4	4	4	5 (option)	5 (option)
History	4	4	4	5 (option)	5 (option)
RE / PSHE	2	2	2	2	2
PE & Sport Health	4	4	3	2	2
Technology	3	3	3	5 (option)	5 (option)
Computing	2	2	2	5 (option)	5 (option)
Arts	3	3	3	5 (option)	5 (option)
Drama	1	1	1	5 (option)	5 (option)
Music	1	1	1	5 (option)	5 (option)
Other Options				5 (option)	5 (option)
Total Allocation	48	48	48	48	48

2.2 Curriculum Mapping

Each year the academy reviews and hones its curriculum and schemes of work ready for the next academic year having measured the impact on pupil progress. The [Academy Cross Curriculum Map](#) is updated in conjunction with this review process and any new subjects are included.

The cross curriculum map is a vital tool for subjects to plan their cross curriculum links which is particularly pertinent for interdisciplinary planning as part of the MYP curriculum. This ensures that topics between different subjects are well sequenced and aligned to ensure there is a cohesive, coherent and chronological approach to the holistic delivery of concepts and content. For example English may teach war poetry after students have learnt the concepts of war in History, Science will work closely with Maths to ensure a cohesive and consistent approach is taken to teaching students to draw graphs, avoiding embedding misconceptions.

Within departments the mapping of the vertical curriculum is planned and sequenced using the [Departmental SoW Template](#).

2.3 KS3 Curriculum

KS3 students access the full National Curriculum offer but it is taught within the MYP framework. The subjects fit into one of the following 8 MYP subject groups:

- Language and Literature - English
- Mathematics - Maths
- Sciences - Science
- Individuals and Societies - History, Geography, RE and PSHE
- Language Acquisition - Languages
- Arts - Art, Drama, Music
- Design - Computing, Food, Textiles, DT
- Physical and Health Education - PE

Year 9

The year 9 curriculum enables students to access the KS3 National Curriculum whilst enjoying the benefits of beginning to master certain crafts and explore new disciplines. Pupils access the National Curriculum but get the opportunity to choose a specific Art subject within which to specialise and develop a greater depth of skill and understanding. Students will also follow a careers pathway to explore particular subjects further, supporting them in refining their option choices for the start of year 10. This ensures pupils are accessing an ambitious and wide range of subjects across the different disciplines. These disciplines are Language and Literature, Mathematics, Science, Physical and Health Education, Arts, Design, Individuals and Society and Language Acquisition.

KS3 MYP Unit Planning

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced key stage 3 education. It requires a minimum of 50 hours teaching time for each subject group, in each year of the programme. This ensures all students have a broad and balanced curriculum offer:

- Language & Literature
- Sciences
- Mathematics
- Arts
- Individuals & Societies - Humanities and RE
- Language Acquisition - MFL
- Design
- Physical Education & Health

As well as the eight subject groups there is also cross-curricular, interdisciplinary teaching and the opportunity to complete a community project. Units are built upon key and related concepts, alongside a global context that ensures students are able to make connections between their learning and life outside of the Academy, in their local community and beyond.

Explicit Approaches to Learning (ATL's) are also taught to students to develop and embed lifelong learning skills that they will then implicitly use once they master them and leave the Academy. These include the ability to critically think, reason, research and communicate - all key transferable skills that students need to develop for tomorrow's world.

Lastly, the IB Learner Profile of the MYP develops the key characteristics that we would want all our children to foster and model within the community, for example being caring, compassionate, open minded risk takers who are resilient enough to overcome the challenges life may throw at them.

Overall the MYP framework ensures that students develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The MYP unit planner provides a scaffold for designing the intended MYP curriculum and ties together the fundamental principles of the MYP which are Key concepts (Big idea), Related Concepts (Promote Deep Learning) and Global Contexts (Why it matters). These three principles link together to form one overall Statement of Inquiry which underpins the learning that will take place, through structured inquiry, throughout the scheme of learning. It also sets the conceptual understanding in the global context that pupils will explore over a sequence of learning episodes.

[MYP Unit Planning Crib Sheet](#)

2.4 KS4 Curriculum

At the end of year 9 pupils finalise their option subjects to focus on 9 of the 10 subjects they have covered in year 9. Clear pathways ensure that pupils are guided to make appropriate choices and access exceptional provision across a range of subjects and activities. Pupil achievement, career aspirations, social development and personal enjoyment are all taken into account when selecting the appropriate pathway for that child to follow.

Our Key Stage 4 curriculum has been specifically designed to ensure breadth and variety to provide pupils with the knowledge they need to be successful throughout their lives. Through our carefully considered offer, we prepare pupils for the opportunities, responsibilities and experiences of later life.

The curriculum links to the Academy's assessment setting out clearly what pupils are expected to know, understand and do, and when. Departments continuously change and adapt schemes of learning to promote 'mastery' of skills and development of depth of knowledge.

Qualification Type	Description
GCSE	This stands for 'General Certificate of Secondary Education'. GCSEs generally have a mixture of controlled assessment and examination. Controlled assessments have to be completed during lesson time in school under conditions which are controlled by the teacher. Awards will be granted as 1-9 or ungraded.
BTEC	This stands for 'Business and Technology Council qualification'. These can be studied at different levels, but the only level we deliver is a Level 2 programme. Awards are granted as Pass, Merit or Distinction. Pass is equivalent to 4-5 grade at GCSE, Merit is equivalent to 6-7 grade at GCSE and Distinction is equivalent to grade at GCSE.
Cambridge Nationals	These are equivalent to a GCSE and are mainly made up of three pieces of coursework and one examination at the end of Year 11. It is graded from Distinction* to Pass (5-9) equivalent at GCSE).

KS4 Option Subjects

The KS4 curriculum is broad and rich with a variety of academic and vocational subjects for pupils to choose from. It is our intent to increase the variety of courses that we can offer as our staff body increases.

GCSE	BTEC/Vocational
Art	Essential Skills for Work and Life
Spanish	Travel and Tourism
Business Studies	Retail Business
Geography	Dance
Design Technology	Hospitality & Catering
History	Sport
Drama	Health & Social Care

Music	Finance
Triple Science	Creative iMedia
Computer Science	
RE	
Citizenship	

2.5 KS5 Curriculum

Key Stage 5 is two years (Year 12 and 13) and all pupils will access a minimum of 3 subjects as part of the International Baccalaureate Careers programme. All students will study 2 academic “Diploma” courses which are equivalent to A-Levels alongside one vocational course.

The intended KS5 curriculum will be broad and rich with a variety of academic and vocational subjects for pupils to choose from which, depending on staffing and levels of interest, may include:

Diploma	BTEC/Vocational
Art	Health and Social Care (Single)
English Literature	Performing Arts
English Language	Information Technology
French	Sport
History	Extended Project Qualification
Mathematics	Applied Science
Media Studies	Criminology
Photography	Travel and Tourism
Physics	
Chemistry	
Biology	
Government and Politics	
Sociology	
Psychology	
Technologies	
Geography	
Business Management	

2.6 Literacy Across the Curriculum

At the Leigh Academy Rainham, we are all teachers of literacy and as a collective are strongly committed to raising the profile of literacy across the curriculum, so as to support students with their learning and to raise standards. It is the responsibility of all staff from all subject areas to teach and to assess literacy skills: including reading, writing, speaking and listening, and that these skills are

integral to all subjects and all aspects of life. Leigh Academy Rainham's [Literacy Strategy](#) outlines how this is achieved.

Our aim is:

- To develop students who are confident readers, writers, speakers and listeners, who value these skills and strive to improve them;
- To increase staff awareness of how to teach and assess literacy skills;
- To ensure a consistent approach to teaching and assessing key aspects of literacy skills and to monitor how well this is happening across the curriculum and implement improvement measures as required.

Creating a literacy culture:

- Marking of work both by teachers and students will focus on SPAG across all subjects, not just English.
- All subjects are expected to provide silent extended writing opportunities where appropriate for students to practice free writing.
- Opportunities for debates and speaking in lessons are structured and used as opportunities to upskill students in listening and speaking.
- All students are expected to have a reading book with them at all times.
- There will be dedicated form time (DEAR) once a week for silent reading.
- When reading as a class, students are expected to follow the reader carefully.
- Promote reading beyond the Academy through myON with every child having an account and tracking the reading they have completed online and subjects setting reading of subject specific articles for home study tasks.
- Employ Accelerated Reader through the library and English lessons to promote accelerated reading.
- Promote literacy ambassadors / a journalism club.

2.7 Numeracy Across the Curriculum

At the Leigh Academy Rainham, we are all teachers of numeracy. As a life skill, the description of numeracy goes beyond mere computation – it includes essential abilities such as solving problems, understanding and explaining the solutions, making decisions based on logical thinking and reasoning, and interpreting data, charts and diagrams.

Our aim is:

- To develop and raise standards in numeracy across the school for all our students.
- To establish and maintain consistency of practice including notation, vocabulary and methods.
- To enable all students to have the relevant numerical skills to access the curriculum and to function in everyday life.
- To assist the transfer of students' knowledge, skills and understanding between subjects.

Creating a numeracy culture:

Each curriculum area is expected to support the development of numeracy skills through relevant activities within their lessons. To further develop numeracy skills in all areas of the curriculum, departments should encourage students to interact confidently with their environment and to transfer their numeracy skills across the different areas of the curriculum, so that students become confident at tackling mathematics in any context. Leigh Academy Rainham's [Numeracy Strategy](#) outlines how this will be achieved.

Students will be taught to:

- Understand the cycle of collecting, presenting and analysing data.
- Apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.
- Apply arithmetic fluently to problems.
- Understand and use measures.
- Make estimates and sense check their work.
- Apply their geometric and algebraic understanding.
- Relate their understanding of probability to the notions of risk and uncertainty.

2.8 Digital Literacy Across the Curriculum

Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other media on various digital platforms. Digital literacy is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology. As an academy we are committed to enhancing and fine tuning our students digital literacy skills through the appropriate and timely use of digital technology (computer and technology assisted strategies) which is considered within the planning of the curriculum. All students at LAR have a 1:1 Chromebook device which enhances the ways in which teachers can design innovative and creative schemes of learning and implement teaching methodologies that bring the learning experience into the 21st century. Our [Digital Learning Strategy](#) outlines the academy's vision for the intent and implementation of digital technology to enhance pupils digital literacy throughout the curriculum.

2.9 Fundamental British Values and PSHE Curriculum

'Schools should promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'. DfE definition (2014).

At Leigh Academy Rainham we value the personal development of all our students and therefore ensure that opportunities for teaching both SMSC and British values (BV) permeates all aspects of academy life. The Academy is fully immersed in the ideals and values of Britain, ensuring that democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs run through the very fabric of our community. This is reflected through our behaviour systems, expectations of our students and our curriculum. We support every pupil to have their opinions, for them to be shared and valued through pupil surveys, the Student Leadership Team and in lessons. Our commitment to develop the International Baccalaureate (IB) learner attributes in all of our learners will create the appropriate climate within which to deliver a pastoral and academic programme that develops 'the whole child' through SMSC and BV.

We will encourage and guide students to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their academy life and life outside the academy.
- Take part in a range of activities requiring social skills.
- Develop an awareness of, and respect towards, diversity; particularly in relation to gender, race, religion and belief, culture, sexual orientation and disability.
- Gain a well-informed understanding of the options and challenges facing them as they move through the academy and on to the next stage of their education and training.
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the academy, including for example developing an appreciation of theatre, music and literature.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the academy and further afield as an essential element of their preparation for life.

Personal Social Health, Religious and Economic education is taught discretely throughout Year 7, 8 and 9 and for year 10 and 11 it is delivered through a series of alternative curriculum days. The content of which is delivered to support pupils Spiritual, Moral, Social and Cultural development, enabling them to access the world without prejudice or ignorance of their own purpose, social standing or views of others around them. This aspect of the curriculum is well mapped alongside the form time and our pastoral curriculum programme, ensuring that pupils are given essential access to a variety of life skills. Through working alongside the PSHE association and Medway Council, resources for the whole curriculum have been built to ensure the needs of all pupils are met.

[Promoting fundamental british values as part of SMSC](#)

[LAR Sex and Relationships Policy](#)

3. The Co-Curriculum

At Leigh Academy Rainham we pride ourselves on developing the whole child and our rich, holistic co-curriculum offer provides a wealth of opportunities for pupils to experience new interests, hobbies, skills, trips and activities beyond lessons. These fulfilling experiences can enrich pupils' lives, allow friendships to blossom and nurture their confidence and self esteem. Co-curricular clubs and activities can provide pupils with a sense of purpose, a platform for them to have a voice and a safe environment in which they can truly flourish.

Co-curricular clubs and societies will run on Monday, Tuesday, Thursday and Fridays from 3-4pm. These will be led by class teachers and we will work with the local community to provide paid clubs if there is pupil demand for them e.g. dance clubs. A range of our clubs that may be on offer are listed below:

- Sport: Netball, Basketball, Badminton, Football, Rugby, Fitness, Cheerleading, Dance
- Arts: Art, Photography, Ceramics, Drama, Choir, Instrument lessons, Podcasts,
- Technology: Coding, Robotics, Textile Crafts, Bake Off
- Curriculum: Subject Intervention, Homework, English, Maths, Science, Debating. German

- Community: Diversity Club, Environment, Chess, Eco Club, Lego, Games

Part of the Co-curricular offer will involve opportunities for Students to lead on community projects, potentially working with the Eco-Hub Rainham as part of our journey to achieving Eco-School status.

4. Careers

Our careers education programme ensures that we are working towards the meeting of each of the 8 Gatsby Benchmarks, in line with the Ofsted Framework.

We provide a comprehensive programme for all year groups delivered through lessons, workshops, talks and trips across the curriculum. Our programme is progressive and includes activities that will cover self-development, career exploration, career management and explores further and higher education options and opportunities.

The Academy ensures that the best personal careers guidance is given throughout their school life. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Additionally, further independent advice and guidance is given to all pupils prior to them choosing their subjects for next year, ensuring that they have the knowledge and vision to be able to make those difficult decisions about their future. To further support this all students take part in a work experience week during year 10 and in Year 12.