**TDA Curriculum 2021**

Our Curriculum Explained

***‘Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.’***

At TDA we are passionate about the educational experience of our young people. We aim to provide learning that facilitates academic success as well as providing access to a diverse range of experiences that build character, promote tolerance, and equip our young people with the skills to become successful change makers in society.

All of our young people should have access to thinking that has been hailed as making a remarkable contribution to our civilisation. Yes, it can be questioned and yes, it can be critiqued, but it should not be excluded. To do this is to limit our young people, and Curriculum 2021 aims to promote the idea that the opportunities that come with a fulfilling education are limitless.

Fosslien and Duffy (2019) noted that, ‘Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice heard’. It is imperative in our academy that all young people feel that they can have their voices heard. We understand that, as an academy and a leadership team, we, ‘create the conditions which all children, from all backgrounds, are seen and valued’ (Kara 2021). Our Curriculum 2021, aims to create a, ‘culturally connected’ academy, which, ‘acknowledge[s] multiple identities’ and is, ‘designed to create cohesion and understanding’ amongst our young people, their community, their country, and the world at large (Kara 2021).

**Powerful Knowledge** – Our curriculum is inclusive, and will give you all access to the best that has been taught and said. Powerful knowledge encourages creativity and excites the imagination.

**Scholarship & Mastery** – Our curriculum encourages you to see yourself as scholars, reading wildly and developing subject mastery in academia.

**Challenge** – Our curriculum is challenging and encourages you to excel to develop your skills of resilience and recognise the value of hard work.

**Futures** – Focuses on our curriculum is futures-focused, encompassing excellent careers information and guidance that prepares you for the next stage in your learning journey.

**Character & Respect** - Our curriculum promotes integrity to ensue thatt you can become change makers in your own and other people’s lives.

**Cultural Capital** – Our curriculum explores and demonstrates the links between history, culture and civilisations, giving you and access and opportunity to encounter experiences beyond your local context.

**TDA Curriculum Intent**

The Dukeries Academy’s curriculum is inclusive, broad, balanced and varied. It is aligned with the National Curriculum and strives to accommodate the needs of all learners. To provide this, the curriculum is considered as a seven-year curriculum journey. We are committed to transforming learning and raising aspirations for our students and community. Our curriculum also plays close attention to the knowledge and skills gained through primary, to ensure that we are both building on and deepening our young peoples’ prior educational experiences.

The Curriculum Intent aligns with the academy’s vision, ‘To inspire excellence and maximise opportunities for all’.  It has six Curriculum Pillars that are underpinned by the Academy values of Integrity, Ambition and Excellence.

**Core Curriculum Entitlement**

The Core Curriculum Entitlement is our taught curriculum, designed and delivered by subject experts, containing

* subject specific pedagogy
* knowledge organisers
* effective assessment and feedback
* memory and metacognition
* blended learning - building on national and international best practice from the COVID pandemic.

The Core Curriculum Entitlement will be further enhanced by wider knowledge which incorporates the context of the academy and the specific subject expertise of the staff.

**Reading and Oracy**

At TDA, we understand the significant role that reading plays in the development of knowledge-rich lifelong learners. As Strickland (2020) argues, ‘reading is critical to pupils’ development, to expanding their vocabulary and ensuring they succeed’. To address this, our curriculum is underpinned by high-quality texts that provide our young people with access to ‘the best that has been thought and said’ (Arnold 1869), as well as providing a far-reaching and diverse knowledge base from which our students may improve their ‘acquired knowledge’ (Strickland 2020). Moreover, Westbrook et al (2019) found that when a capable reader reads aloud a, ‘less fluent reader can experience autonomy and fluency and bypass frustrating “sticking points” at phonemic, semantic or world level to focus on comprehension’. This is why we are passionate about promoting reading and ensuring that reading is, ‘prioritised to allow pupils to access the full curriculum offer (Ofsted 2019).

**KS3, 4 and 5 SEND Provision**

Curriculum 2021 continues to build upon providing an equity of opportunity for all students including those identified as having SEND. This incorporates our Core offer and our EEP. Our strategy links to the current Academy SEND offer as detailed on our website, and our Nottinghamshire SEND local offer (<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>).

**Specialist Support Faculty**

At TDA, we are passionate about inclusivity and ensuring that all our young people are all equipped with the skills and support to access our mainstream provision. We understand that some young people have behavioural barriers to this, so to overcome these, we will offer a KS4 & KS3 ‘Specialist Support Unit’ where time-limited, highly specialised, and bespoke interventions will be put in place to ensure that young people access the support they need. These interventions will fall into the academic and the pastoral, details of which are included below.

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| **Academic support** | **Pastoral Support** |
| Specialist lessons with teachers | 1-1 or small tutoring | Anger Management | Social skills |
| Coursework catch-up sessions | Revision sessions | Wellbeing  | Coaching and Mentoring  |
| PSHCE / RE sessions |  | Behaviour support | Theraputic work |

**TDA Extended Curriculum EEP:**

Each year group will encounter three Extended Curriculum sessions each week: Extend, Enrich, Prepare.

**Extend:** These are year-long activities which allow students to complete an extended activity in one particular area. These activities allow our young people to focus on a specific talent or interest in detail, demonstrating a clear commitment and linking to our value of Integrity

**Enrich:** These are shorter activities designed to link into each of our particular enrichment strands which we believe are essential attributes of happy and successful young people, who will go on to live happy and successful lives.

**Prepare:** Students are guided to a Prepare activity that promotes scholarship and academic development, linking into our values of Ambition and Excellence.

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| Extend(Students choose an Extend activity which will last an academic year) | Enrich(Six-week blocks of Enrich activities linked directly linked to Character Passport) | Prepare(Scholarship and academic development) |
| * Duke of Edinburgh
* TDA Media
	+ TDA TV/Radio/Podcasts
	+ BBC Young Reporter
	+ Academy Newspaper
	+ Marketing and Media Team
* Performing Arts
	+ Learn to play an instrument
	+ Band
	+ Choir
	+ Dance Troup
	+ Academy Show/Performance Showcase
* Football
* Rugby
* Netball
* Physics in the Future
* Mental Health Ambassadors
* Languages
* Gardening
* Maintenance
* Textile Design
* Maths Challenge
 | * Students choose an activity in each enrichment strand
* Health and Wellbeing
* Creativity
* Performance
* Academic challenge
* Social Action
* Life Skills

Activities Include* Japanese
* Intro to new sport
* Cooking
* Creative Writing
* Poetry by Heart
* Health and Fitness
* Crafting
 | * Prep/Study Hall
* Masterclass
* Walking, talking mocks
* Small group/individual intervention
* Online Tutoring
* GCSE Pod
* Hegarty Maths etc
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