



THE  
**ADEYFIELD ACADEMY**

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# Curriculum Statement

**Date:** September 2022  
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**Co-ordinator:** Mrs S Riley-Haque

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

## 1. Aims & Purpose

At The Adeyfield Academy we place particular importance on the quality of the curriculum that we offer. We believe that the quality of education we provide is only as good as the quality of what happens in the classroom: nothing can make up for a deficit in this area.

Our ambitious, broad and balanced curriculum with extensive extracurricular opportunities has been designed to develop knowledgeable, confident and articulate young people and ensure students of all abilities and backgrounds achieve their academic and intellectual potential and raise their aspirations. It ensures that students can study all subjects within the National Curriculum, providing opportunities for students to acquire the knowledge, skills and qualifications they need for their next steps in education or employment or progression to further study. The curriculum places a high emphasis on literacy, numeracy and SMSC across all areas of study and values a commitment to lifelong learning. The curriculum promotes our Academy values and enables all learners to become active and engaged citizens in modern British society and reflects the Academy's commitment to inclusivity, equality of opportunity and the celebration of diversity.

## 2. Principles

Our curriculum

- Is driven by conceptual understanding: we prioritise essential conceptual knowledge that underpins each subject and plan forwards from this in increasing complexity.
- Has a strong focus on knowledge, skill, academic achievement and qualifications.
- Is word-rich: our focus on reading, writing, vocabulary and oracy across all subjects is a literacy strategy that ensures students are accessing learning.
- Develops our values of ambition, compassion, dignity, courage, and respect across the curriculum.
- Provides a wide range of opportunities for students to develop their character and personal wellbeing both through the taught curriculum and through a large and vibrant extra-curricular offer.
- Is rich in cultural literacy: our curriculum takes children beyond their immediate, daily experience providing opportunities to develop cultural capital.
- Is designed for explicit instruction: in our classrooms, we recognise that our teachers are the subject experts. Our curriculum, therefore, is designed to ensure that teachers teach key ideas and vocabulary explicitly, giving every student the opportunity to make progress irrespective of their background knowledge or prior attainment.
- Is an entitlement for all: each of our students has an entitlement to study the intended curriculum and classroom differentiation is by instruction and by support.
- Is appropriate and bespoke support for students on the SEND register as well as key groups of students: Teachers will be confident in prioritising 'core knowledge' for those students with specific learning needs, this will always afford these students the same opportunity to engage with the intended curriculum as their peers.

## 3. Curriculum Design

The curriculum at The Adeyfield Academy is ambitious, broad and balanced, designed to be in line with the National Curriculum and guidance on the broader aspects of learning. The curriculum plans for each subject can be accessed via our website.

#### **4. Key Stage 3**

The KS3 curriculum is based on the National Curriculum with the core subjects of English, Maths and Science central to student learning. The standard curriculum also includes Art, Citizenship, Performing Arts, Geography, History, Music, Religious Education, Spanish, PE and Design Technology (which includes Resistant Materials, Graphic Products, Textiles and Food). Robust and carefully mapped out schemes of learning aim to provide students with key knowledge, skills and a rich understanding of each subject, whilst promoting the lifelong love of learning. Cross-curricular links, real-world subject application and potential progression routes are made explicit within the teaching of KS3 subjects. The Key Stage 3 curriculum is designed to give students a solid foundation in preparation for making appropriate choices in Key Stage 4 as well as ensuring they enjoy the depths of learning across a wide range of subjects. For all students the curriculum is also enriched by having dedicated PSHCE lessons which cover sex, drug and health education as well as providing careers education informed by the Gatsby Benchmarks. Furthermore, a multitude of extra-curricular opportunities, stretching across and beyond all curriculum areas, is open to all students.

#### **5. Additional English**

The Academy recognises that, in our context, students may have gaps in knowledge and skills that will have an impact on reading, literacy and their ability to access the curriculum. In order to address this and ensure that all students can leave the Academy with greater and more positive life-chances, the Academy has developed an Additional English programme for those learners whose literacy will benefit from additional intervention.

#### **6. Key Stage 4**

During Years 10 & 11 students work towards their end of Key Stage 4 external exams and qualifications. Students work towards qualifications in the core subjects of English Language, English Literature, Maths and Science. Most students will follow a Combined Science qualification, though some will work towards qualifications in the separate sciences of Biology, Chemistry and Physics. Students are guided and supported (through the Careers programme in PSHCE, tutor interviews, information evenings and the support of our Connexions advisor) to make appropriate subject choices in line with their potential as well as academic and career aspirations. Most will follow a Humanities subject (Geography or History) and many will choose the modern foreign language of Spanish. Our curriculum is designed to enable students to choose from a breadth of subjects including: Art and Design, Business Studies, Child Development, Citizenship, Computer Science, Performing Arts, Hospitality and Catering, Media Studies, Music, Philosophy and Ethics, PE, Psychology, Design and Technology (which includes Textiles or Resistant materials). For most subjects students work towards a GCSE qualification but the Academy also recognises the suitability of high-value vocational qualifications in several areas. For some students there is the opportunity to personalise a programme of study to ensure that they leave the Academy with the range of knowledge, skills and qualifications required for their own career and life aspirations.

#### **7. Key Stage 5**

Many of our students choose to remain at The Adeyfield Academy for their studies Post-16. The curriculum is designed to offer students a breadth of opportunity that will facilitate successful progression routes into Higher Education, Apprenticeship or employment. The Level 3 offer consists of both academic and high-value vocational qualifications. A-Levels are offered in a wide range of subjects including Art and Design, English Literature, Maths, Music, Biology, Chemistry, Physics,

History, Geography, Politics, PE, Psychology, Sociology. Vocational qualifications offered include Art & Design, Business Studies, Child Development, Media Studies, Travel and Tourism and Sport. All Post-16 students who have not achieved a Grade 4 in GCSE English and/or Maths have dedicated timetabled lessons to work towards successfully reaching that grade. A formal personal development programme of PSHCE and RE is also followed as well as VESPA to develop life-skills. This includes careers advice and guidance, support with UCAS applications, financial education and opportunities to explore current affairs and current social issues. Enrichment opportunities are wide and varied during Post-16 study and from which all students benefit when taking part.

## **8. Inclusion and supporting students with SEND**

At The Adeyfield Academy our teachers work closely with our SENDCo to ensure that all students are included in school life and experience academic success. Our SENDCo provides information to teachers that is accurate, relevant, and accessible to support lesson planning. Our teachers plan lessons which provide additional scaffolding to support those students that need it most. This means that teachers do not differentiate by giving students with SEND different, less challenging curriculum materials; rather, they provide additional support to ensure these students can access the same curriculum as their peers. More information about how our curriculum meets the needs of students with SEND is available from our SENDCo.

## **9. Assessing the impact of the curriculum**

We do not allow assessment to drive the curriculum; the curriculum drives assessment. We assess students' learning in two ways.

1. Formative assessment, which is sometimes called assessment for learning. The purpose of formative assessment is to check student understanding during lessons and to enable teaching that is responsive to the information gained from this. Examples of formative assessment include regular low-stakes testing, questioning in class, interrogative and instructional marking, batch or sample marking and feedback lessons, all of which can address common misconceptions or require students to recall knowledge. Formative assessment is part of the everyday experience of teaching and learning across the Academy: it is the most valuable tool for our teachers to understand the impact of our curriculum throughout the year.
2. Summative assessment, which is sometimes called assessment of learning. The Academy conducts summative assessments in formal conditions (i.e. examinations), which are specifically designed to test knowledge of the curriculum. Our summative assessments are carefully designed to ensure that they are fair (e.g. they do not assume or require knowledge outside the curriculum being assessed, they are suitable for all levels of knowledge of the curriculum, and they are sat in appropriate conditions), and they are reliable (i.e. student outcomes indicate their wider knowledge of the curriculum). Whilst formative assessment is part of the day-to-day experience of teachers and students, it is important that summative assessment only takes place at intervals when such assessment can be valuable and purposeful for all involved.