



Co-op Academy
Leeds

Our Overarching Curriculum Intent Statement:

Academy Context:

Co-op Academy Leeds serves a unique community which brings together young people from around the world. They bring with them wide-ranging cultural experiences which is a great resource for our school. Over 70 languages are spoken in our school and around 73% of our students are multilingual. This is celebrated and students are encouraged to continue developing their home languages by taking GCSEs in their languages, through the academy developing links to supplementary schools and language clubs (planned), celebrations of International Mother Language Day etc.

Around 25% of our multilingual students are at EAL proficiency level A or B (a significantly higher number of students when compared to schools nationally) and curriculum provision is adapted to support all pupils to access our broad and balanced curriculum. We have large numbers of students joining the school from overseas throughout the year in years 7 to 11, many with little or no English and some with no previous formal education. Some might arrive and leave more than once and some will have experienced multiple school moves before they join us. This makes our school community a very welcoming and accepting place to learn and grow.

The local area is identified as one of high deprivation (it is in the bottom 3% of the country in terms of indices of multiple deprivation), with high levels of unemployment and, often, over-crowded housing. With the aim of improving pupils' life chances we are passionate about giving our pupils opportunities outside of their usual experiences and environment. We expect children to engage actively in lessons and to develop a strong work ethic. Learning about careers and employability is a key focus running through every subject. The prior attainment of our learners is significantly below national average in terms of APS and scaled scores for all year groups. Average APS on entry is, for all year groups, around 5 below national. In lower years, the deviation from the national average scaled score is widening significantly. This places the Academy in the bottom handful of schools nationally for attainment on entry; moreover, owing to the highly-mobile nature of the academy population, each year between 15 and 25% of students have no prior attainment data and therefore do not count in progress measures.

We have carefully designed our curriculum to meet the needs of our diverse student body, whilst covering the full scope of the National Curriculum. All students study a broad range of subjects at KS3 (Y7-9) and choose a broad range of options in KS4. Our curriculum is responsive; under constant review to ensure that students gaps in knowledge are identified and subject leaders constantly revisit their curricula in order to address these gaps via

regular spaced retrieval both during lessons and as an integral part of home learning. Our curriculum is designed to be remembered in detail: to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema. Our staff understand and value learning from cognitive science about memory, forgetting and the power of retrieval practice and this supports staff in planning and delivering highly effective sequences of lessons. The logical planning and sequencing of our curriculum is a key feature so that students can access the component knowledge and with this, build their understanding and confidence.

Our curriculum has the following overarching aims:

- To develop confident, resilient and independent learners who can contribute well to society, engaging in discussion and debate around important aspects of modern life. To support this aim our ambitious curriculum prioritises powerful knowledge. Without powerful knowledge, students will remain dependent on others who possess this knowledge.
- To elevate students allowing them to engage with cultural conversations and understand the references presented by the media.
- To empower our students to challenge ideas and concepts and understand the influence of the media. Students are presented with a range of pertinent issues and moral dilemmas and are encouraged to actively participate in discussion around these areas. Our curriculum is carefully designed to counterbalance some of the negative messages they may receive through the media, notably English units that focus on rhetoric (Y7), gender debate (Y8), social media (Y9).
- To develop language, literature and vocabulary which are at the heart of our curriculum. We take every opportunity to broaden our pupils' language skills, for example we share a word of the week which has been carefully curated to be both functional and academic; we have a focus to highlight the importance of basic literacy skills throughout the curriculum, as part of Quality English; we place Quality Oracy at the heart of our learning to encourage a dialogic approach; supported by tutor time reading and Accelerated Reader. As part of a drive on developing reading, we have a tutor time reading programme and Reading Across the Curriculum is one of our key focus areas across the academy. We also offer Accelerated Reader in Years 7&8 and Ruth Miskin Fresh Start Phonics as an intervention for students in need of phonics level intervention.
- To develop the character of our students we prioritise pupils' moral development. We are passionate about our children having the courage to make the right moral choices regardless of who is watching. We encourage students to challenge where injustice occurs. Opportunities for pupils' moral development are prioritised through: our history curriculum (where pupils learn about equality and discrimination in various periods); our PSHE curriculum; our book choices (which contain moral dilemmas and pertinent issues); through student leadership opportunities and through exposure to carefully selected role models.
- To prepare our students for a successful life. Through our PSHCE curriculum we aim to develop the knowledge, skills and attributes students need to keep themselves healthy, safe and prepared for life and work. All curriculum areas prioritise exploration of mutual respect, healthy relationship and equality. Inspirational role models such as Nicola Adams, Marcus Rashford and Malala are used to

counterbalance some of the negative portrayals of some subgroups within our community in the media. Our PSHCE curriculum is contextualised. It is designed to anticipate the needs of our students and is revisited regularly to take account of emerging needs and changing cohorts.

- **To prepare students to be valued members of their communities.** We incorporate many opportunities for pupils to develop their knowledge of, and appreciation for, their locality and the people who make up our wider community. Our curriculum is owned by students from all faiths and backgrounds, not by any one. We embrace and value the most powerful knowledge from a variety of cultures and traditions. We believe it is important to give pupils regular opportunities to make a difference to others, the school and the community, supporting their social and moral development and their motivation to contribute.
- **To develop lifelong learners.** Powerful knowledge supports creativity and innovation as it allows and encourages students to think in new and unexpected ways; it promotes a love of learning and encourages students to engage fully in academic life. Our curriculum is designed to help pupils discover their talents and interests, and hence, understand what success means and feels like for them. We have deliberately planned a wide range of opportunities for creativity through art, design, music and sport. We understand and take pride in our pivotal role in giving all students the best possible opportunities to shine and a platform to socialise and take pride in their abilities.

Curriculum Support

Each subject is carefully designed and adapted for Students with SEND and/or those who at EAL proficiency levels A - D; these students are given full entitlement to a knowledge rich curriculum that prioritises powerful knowledge. Clearly some students require additional support to achieve this, be that through curriculum adaptations, high quality teaching in the classroom, small group or one to one interventions. These interventions allow for extra opportunities for targeted pupils to revisit key knowledge in English and Maths in particular, to help them remember it. Students will access as much mainstream education as possible and any specialist provision is used to support the delivery of the wider school curriculum. Our intent is to prevent students from falling behind, close gaps, intervene at the earliest opportunity and develop the core literacy and numeracy skills for success at each and every level. The Student Support Centre (SSC), will also be available when necessary to facilitate one to one and small group teaching and interventions. Where students enter the academy having experienced no formal education we have a specialised New to Formal Education provision in place to provide students with the building blocks to succeed in mainstream education. This includes interventions to develop students' basic literacy, phonics, vocabulary & handwriting; lessons with MLS teachers to develop basic English language; lessons with MLS & subject specialists to develop language across the curriculum and provide foundational knowledge in specific subject areas; specialised options at KS4 to develop language skills, life skills and employability skills for future life and academic language option working towards iGCSE qualification. Regular EAL assessment of all MLS students means all staff are aware of the differing levels and needs of students they teach and through guidance are able to use appropriate strategies to support and develop the language of all MLS students.