



## Curriculum Statement of Intent

*'The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do...The curriculum is the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage'* (Education inspection framework 2019, updated 2023)

### Overarching Aims

At Springfield School we aim to provide a relevant academic curriculum which supports pupils to become responsible citizens, well equipped for the technological and global society in which they will live. The curriculum is closely aligned to National Curriculum.

We believe that the curriculum should enable all pupils to become:

- Successful learners who are **ready** to learn, make progress and achieve
- **Respectful** citizens who can make a positive contribution to society
- Young people who are able to live **safe**, healthy and independent lives

Our intent is that the curriculum:

- Provides a broad and balanced programme that is comprehensive and appropriate for all pupils, regardless of their starting points
- Is based around each areas' Learning Journey from Year 7 – Year 11, outlining when content and skills are to be delivered in a broadly cyclical structure
- Ensures that pupils make planned incremental gains in skills and knowledge through retrieval and interleaving practices, ensuring that gained knowledge is secure
- Delivers opportunities for pupils to learn to be successful in gaining useful transferable skills and acquiring the relevant knowledge necessary for future success
- Leads to high standards of academic achievement where outcomes enable pupils to follow chosen future pathways
- Affords opportunities for all pupils to develop a high level of competence in literacy and numeracy at school
- Is sufficiently agile and flexible such that adaptations to the curriculum secure appropriate provision where necessary, including planned alternative provision and enrichment opportunities
- Expands pupils' appreciation of the world around them, and their place in it, through a range of spiritual, moral, social and cultural opportunities and experiences as well as a wide range of extra-curricular opportunities
- Provides appropriate challenge at transition points for Year 6 pupils and appropriate preparation for Post – 16 studies and subsequent career paths

### Key Stage 3

At Key Stage 3 we are committed to a broad and balanced curriculum, offering a range of subjects in our curriculum design. At the end of Year 8 we work closely with parents and pupils in guiding choices of which pathways to follow in Key Stage 4 from Year 9 onwards.

## Key Stage 4

The majority of pupils are expected to follow the suite of Ebacc subjects of Maths, English/Literature, Sciences, a Humanities subject and a Modern Foreign Language in line with government targets - as well as their 'open' choices. Around a third of pupils follow a curriculum tailored to their aptitudes and enthusiasms. Curriculum design ensures that **all** pupils continue to follow a broad and balanced curriculum. We are always looking to increase the suite of qualifications we offer to best suit our learners' needs. Careful mapping of necessary skills and content ensures that skills and knowledge coverage is comprehensive and universal.

*'There is a real commitment to the breadth of curriculum and matching this to the detailed knowledge of each student.'*  
(Challenge Partners November 2023)

*'The school provides a KS4 curriculum which offers different pathways that enable everyone to leave with a suite of qualifications that are best for each student'* (Challenge Partners November 2023)

*'Pupils study a good range of subjects, which gives them a firm academic grounding. This ambitious curriculum combines with strong careers advice for all pupils.'* (Ofsted: Oct 2019)