

# Curriculum Statement



***Creating:  
Self-worth, Opportunities & Compassion***

<b>Approved by:</b>	Proprietors	<b>Date:</b> January 25
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At ARTS Education, we strive to create a flexible, broad and exciting curriculum for all of our pupils, to inspire a love of learning and encourage pupils to flourish both intellectually and personally, building self-belief, whilst empowering each individual to succeed. Our aim is to provide a nurturing environment where staff work tirelessly to build strong relationships so that students feel safe and ready to learn. As a school we believe the premise Maslow before Blooms- that an individual's basic psychological needs must be met before learning can occur. We therefore aim to support students on entry to the school and throughout their journey with us, whilst having high expectations and aspirations for all our students- building the curriculum accordingly by linking to clear outcomes.

## Curriculum – Executive Summary

### **Intent**

The curriculum intent for A.R.T.S' students is that they access a broad, balanced and engaging curriculum which is adapted, where needed, in order to meet the holistic needs of students. Our curriculum intent is to ensure that our students are well prepared for adulthood and are supported to achieve personal success in their chosen pathways. We aim to equip them with the relevant knowledge they need, whilst ensuring they have the skills to apply this knowledge widely and the ability to retain it.

We recognise the importance of supporting our students with the long-term retention of knowledge and skills to enable greater success across the curriculum. We hold high expectations of all our students and work to instil in them a commitment to continued learning throughout life. We place importance on the development of personal skills and utilise a wide range of opportunities in order to build cultural capital, thereby enhancing their learning experiences. We place further emphasis on building the communication skills of our students so that they may find and use their voices to steer their course towards their best possible outcomes in adult life.

A key to the curriculum for our students is to enhance accessibility. We achieve this through a variety of ways such as the teaching of self-regulation skills, reading skills, speaking and listening skills and developing independence, as well as ensuring that our curriculum is engaging and relevant. Our students can also expect equal opportunities through our educational provision with a strong focus on equality, mental health and a keen commitment to celebrate diversity. At A.R.T.S, students who require more individualised support are also able to access a range of additional provision. We continually prepare students to contribute positively to society and we also teach them how to keep themselves safe and build resilience. It is important they know how to seek support and how to maintain positive connections with others.

The curriculum follows our ethos “Creating self-worth, opportunities, and compassion” preparing students for the experiences they will encounter in adult life and promoting spiritual, moral, social

and cultural development. The curriculum is enriched with a range of activities designed to build character and resilience whilst also enhancing wellbeing and this is tracked through our evidence of learning linked to EHCP outcomes. We believe that by providing opportunities for thinking, exploration and creativity, our students will continue to develop their independence as learners and we provide both challenge and support to achieve this aim.

## **Implementation**

At A.R.T.S we consider the whole child and ensure our curriculum is designed to meet the needs of all our students and foster a joy of learning. We adopt a personalised approach to enhance the provision for each pupil so that they can access the curriculum. There is also a strong emphasis on reading at A.R.T.S and its role in lifelong learning. Throughout the curriculum we focus on preparing our students for adulthood and lifelong learning by developing;

- Self-worth
- Compassion - for others and themselves
- Independence
- Thinking skills
- Self-regulation
- Wellbeing
- Communication

Pupils have access to a broad and balanced curriculum including the National Curriculum which is adapted to meet students' learning needs and styles as well as taking into account prior attainment. Our curriculum is designed to be challenging and appropriate to the pupil's stage of development with a range of accreditations on offer.

Encouraging student achievement and development are critical to preparing students for post-secondary education and careers. Frequent and thorough reflection gives students the chance to apply what they have learned and enables teachers to modify their instruction. The curriculum is carefully designed to promote long-term retention rather than short-term performance. As they advance, students re-engage with the material at a deeper level to reinforce prior learning and strengthen understanding and confidence. They also revisit and embed important skills across the key stages.

The curriculum aims to improve students' ability to communicate effectively by placing a high value on the development of literacy and oracy skills. This is accomplished by giving opportunity for all students to engage, where appropriate, in speaking exercises such as: group discussion, debate, presentation- as well as having access to lengthy written texts. We believe that all teachers, regardless of subject, have an obligation to assist pupils in expanding their reading and vocabulary in order to increase the fluency of their writing and speech.

Our approach to teaching and learning supports our ambitious curriculum by ensuring lessons build on prior learning and allow students to know more and remember more over time. Teachers have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching. This maximises opportunities for students to learn the content. Learning activities are structured so that students have opportunities to think hard, respond, make meaning and practice in every lesson, whilst providing sufficient opportunity for both guided and independent practice. Teachers are responsive to the needs of students and check the understanding of students before moving on, to ensure knowledge and learning is secure. This is done through a range of strategies such as accountable questioning, retrieval practice and actionable feedback.

We use essential characteristics of Quality First Teaching and Barak Rosenshine's Principles of Instruction (2012) to develop our teaching practice: -

1. Clearly sequenced lessons which build on prior learning and have a focus on knowledge and skills.
2. Activate: Begin a lesson with a short review of previous learning.
3. Explain: Present new material in small steps with student practice after each step- I do, We do.  
Provide model answers/ scaffolds and ask questions to check understanding.
4. Practice: You do... apply their prior knowledge to independent tasks.
5. Review: reflect on learning by summarising and evaluating. Form next steps.

### **Key Stage Three**

In Years 7, 8, and 9, students pursue an engaging Key Stage Three curriculum that is intended to encourage and motivate them to build on subject knowledge and skills taught in primary school whilst also improving critical skills and creating connections between subject matter. The curriculum includes opportunities and experiences which best meet learning and development needs. Through clear strategic planning, our curriculum provides not only memorable experiences, but is rich in opportunities from which the learners can learn and develop transferable skills. The acquisition of knowledge and development of skills is carefully planned to create a purposeful and exciting learning journey for every child. To allow progression and aspiration, the programme of study is developed clearly highlighting learning objectives, assessment opportunities, wider links and adaptive teaching.

We believe that students learn more and remember more when they receive excellent instruction and engaging lessons that are thoughtfully and creatively organised following Rosenshine's Principles of Instruction. It is our goal for Key Stage Three students to gain self-assurance, apply and think flexibly, demonstrate their imaginative and creative potential, and develop their talents.

### **Key Stage Four**

The students' curriculum at KS4 builds on the solid foundations from KS3 allowing for study in a suite of subjects which they have chosen to pursue for accreditation. A.R.T.S is fully inclusive, offering a curriculum that meets the needs of each individual and enables every student to succeed. Students will be inspired by their teachers and, through their learning in all subjects, will develop the

knowledge, skills and understanding to succeed in their courses alongside achieving a sense of personal fulfilment.

## Drop Down Days

The goal of our series of drop-down days is to broaden the horizons through an enrichment curriculum which promotes a sense of community and the belief that there are more chances outside of the traditional subject areas that should be equally recognised. These are put into action with a strong emphasis on the value of providing young people with opportunities to shine and develop qualities like leadership, teamwork, entrepreneurial skills, creative flair whilst also developing further social, moral, cultural and spiritual understanding.

## Curriculum Structure

A.R.T.S curriculum is made up of 30 40-minute lessons per week with a ready to learn session built into the start of each day. Reading has a bespoke 20 minute session Monday-Thursday and a 10 minute session on a Friday and a whole school assembly takes place each week.

Students at A.R.T.S follow a three-year Key Stage Three programme and two year KS4.

During years 7 to 9, all students follow a National Curriculum Programme that includes English, maths, science, history, geography, computing, art and design, physical education, PSHE, Life Skills and RE/Citizenship. At the end of Year 9, students make informed choices as to what they will continue to study alongside their core subjects. MFL, design and technology (food technology) and music are addressed through a series of drop-down days with opportunities for cultural capital built in. The following tables show the time allocation for each subject:

### Key Stage Three

Subject	Year 7	Year 8	Year 9
English	5	5	5
Maths	5	5	5
Science	5	5	5
History	2	2	2
Geography	2	2	2
Art/ Design Technology	3	3	3
Computing	2	2	2
PE	2	2	2
PSHE	1	1	1

Life Skills	1	1	1
Citizenship/ RE	1	1	1
Intervention	1	1	1

KS4 starts in Year 10 at A.R.T.S. The courses implemented are designed to meet the learning styles of all our students whilst meeting the statutory requirements of the National Curriculum in England which includes English, maths, science, PSHE, computing, physical education, religious education/ citizenship and Life Skills.

### **Options Offer 2024/25**

Art  
 Geography  
 History  
 Photography  
 English Literature

### **Key Stage Four**

<b>Subject</b>	<b>Year 10</b>	<b>Year 11</b>
English	4	4
Maths	5	4
Science	4	4
Option 1 History/Geography	4	4
Option 2 Art/ Photography	4	4/2
Life Skills	1	1
PSHE	1	1
Computing	3	3
Citizenship/ RE	1	1
Physical Education	2	2
Intervention	1	0

**Pathways Year 11 24/25**

**GCSE (Level 1/ 2)**

English

Maths

Geography

Art

Photography

**Entry Level**

Science (Entry 2-3)

English (Entry 2/3)

Maths (Entry 3)

History (Entry 1-3)

Digital Functional Skills (Entry 3)

**Unit Award Scheme**

English

Geography

Art

RE