

The Hastings Academy

Schemes of Learning

Schemes of learning are carefully planned, and sequenced to ensure progression between topics/units of work, year groups and key stages. Pedagogical research and strategy underpin Curriculum Leaders' oversight of best practice in teaching methodology. As an academy, we continue to deliver the National Curriculum to all students and this is enhanced with additional subjects and activities. All students study Relationships and Sex Education, Philosophy, Religion and Ethics (PRE)

Additional subjects that are within our curriculum offer in Key Stage 3 include Drama, Conservation Studies, Textiles, Sculpture and Dance as well as extra-curricular sports and wider curriculum opportunities within music, drama, art, Duke of Edinburgh Award, Villiers Park, Anti-Bullying Ambassadors, student leadership opportunities and Student Council.

We support our students within a 'House' pastoral structure which fosters identity, co-operation, competition and community, where a planned PSHE tutorial programme is presented, alongside weekly, themed assemblies. This in turn provides opportunity to develop personal organisation, friendship, debating, confidence and leadership.

SMSC & SRE

Throughout the curriculum, opportunities to develop students' Spiritual, Moral, Social and Cultural awareness have been planned and identified within the PSHE and RSE schemes of learning. All subjects and departments play their part in promoting SMSC and Fundamental British Values. A review of our SRE curriculum following the return to full time face to face education has been undertaken and all students are being presented with the complete age-appropriate SRE curriculum.

Literacy

Emphasis is given to the development of literacy and oracy skills. Effective, accurate communication is paramount to effective learning. We encourage learners to respond in full sentences and in standard English in our day-to-day teaching and life within the academy. In addition to this, we timetable weekly reading as part of our tutor time programme alongside regular visits and access to our school library. We want to empower our learners to be successful readers and communicators, which is why we use Bedrock Learning and Accelerated Reader to promote success, progression and vocabulary development. We recognise that the disrupted academic year has led to a widening gap of literacy skills and for this reason we have created a library lesson for all students in Y7 and Y8 to strengthen their foundation in reading and to promote the love of it.

Information Technology skills

Developing competent, safe and secure use of technology is essential in today's world. We want our students to know how to be safe online, how to effectively search for accurate and factual information, how to recognise bias and manipulative websites, how to manage privacy settings and report misconduct. We want our students to be effective, competent users of email, Teams, Microsoft office Word, Excel and PowerPoint. Finally, we want our students to develop an understanding of programming and computer aided design. Through the development of strong information technology skills we can ensure our students are prepared for a future in today's modern world.

Progress and Assessment

The planning and sequence of learning for all subjects is aligned with an informed assessment cycle to ensure accurate progress in learning of every subject. Assessments are moderated within subjects and departments to quality assure student understanding and progress as well as monitor the schemes of learning. Meetings held

with Subject Leaders support targeted intervention and curriculum adaptation. We review annually our tracking and assessment procedure to ensure we have a system that informs the learning. We are engaging with the SSAT Embedding Formative assessment programme to inform our assessments over the next two academic years.

Personal Development

We aim to fully develop, through our explicit and implicit curriculum our students' communication skills, numeracy, problem solving, working with others and independent learning. These key skills, along with the ability to effectively use information technology, underpin success in all areas of the curriculum. At all key stages, our students are encouraged to become independent learners and take responsibility for their progress and behaviour, make effective use of their library, their many on-line learning platforms and engage with our rewards and recognition programme. Developing well-rounded, future proofed individuals requires planning and time and so providing students with a detailed personal development course from Y7 to Y11, promoting mental health and well-being, CEAG, RSE, personal safety online, Fundamental British Values and personal health and fitness is fundamental to The Hastings Academy. We ensure that the students learn to keep themselves safe online and offline through a comprehensive PSHE curriculum and tutor time programme. We ensure that students receive strong Sex and Relationship education which will support them through life and equip them with the strength of mind to challenge any pressures or influences. We recognise the challenges that our students face due to our school and local context, and so delivering a cohesive and coherent Careers programme is essential. We ensure that our students are exposed to a wealth of professions and vocations that they would not experience in their day-to-day lives too, developing their aspirations.

SEND

At The Hastings Academy, we appreciate that all learners are unique. All learners are provided with an appropriate level of challenge in accordance to their needs, and teachers and support staff care deeply about finding success for all students. To this end, all teachers find out, learn and know their students' needs and adapt the curriculum appropriately. We provide therapeutic interventions for identified students as well as opportunities for learning in our alternative classrooms, such as forest school, learning support or our speech and language facility. The speech and language facility provides bespoke support for our named EHCP students as well as support for students with wider communication needs across the academy. We have embraced modern technology to monitor and track concerns and intervention for individual students to ensure that we can secure them the very best support and provision for their needs.

At The Hastings Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students, whatever their needs or abilities. We have the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

We ensure that children, carers and parents are appropriately involved in all discussions and decisions about individual support and provision. The children's needs are always at the heart of our provision and decision-making.

Providing challenge and capital to our students' lives

Ensuring that all our students are effectively challenged and thrive in their daily learning and school experience, through experiencing a rich curriculum, which is broad and balanced is paramount. Within our planning and delivery of learning, we ensure that the essential knowledge that our students need to be educated citizens is



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provided. In addition, we expose our students to knowledge and situations which they might not have previously experienced, for the guidance provided by their teachers provide the cultural and social input which our students may not access elsewhere. This enables our students to make decisions and not miss opportunities and develop as more informed citizens. Our academy's Teaching and Learning model is founded on the Teacher Effectiveness Enhancement Programme (TEEP) which ensures that our teachers regularly review and question students to promote higher order thinking and questioning. The model also promotes positive learner behaviours and regularly encourages reflection and metacognition, so that students understand themselves better as learners. We are also involved in 2-year Formative Assessment programme with SSAT to apply frequent and effective formative assessment. The aim of the model is to strengthen our monitoring of progress and ensure that all students are benefitting from high quality teaching.

In addition to daily teaching and learning, we also work with Villiers Park Educational Trust who supports us with discovering untapped potential and nurturing curiosity of our learners and empowering them to succeed and have confident futures. Villiers Park provides support to both small groups and large cohorts of students helping them discover new areas of interest and develop academic research projects.

CEAIG

Every young person at The Hastings Academy takes part in a wealth of opportunities which inspire and motivate them to become ambitious, resilient individuals. Every young person at The Hastings Academy is given outstanding careers education, advice, information and guidance on all career pathways so that our young people know what to do to be successful; to go to university; to achieve an apprenticeship; to achieve their dreams.

We achieve this through our programme offer of:

- 1:1 30 minute career guidance interviews with every student in Y11 and follow up appointments at home, school or at alternative provision base dependent on the need of the student.
- Workshops for all Y11 on how to use UCAS progress for college application.
- Soft Landings programme and Y11 results day support. Career advisors are present on results day and mediate with college for vulnerable or at risk of being NEET pupils or pupils who have not made the grade. Our career advisors track and work with at risk of being NEET or NEET young people who have dropped out of college, meeting young people at home with family.
- Careers Fayre and enterprise day for all Y10 students.
- Careers talks and assemblies for Y9.
- 1:3 career guidance interviews to all Y8 students to support the guidance pathways process.
- Stall at Y9 Parents' evening and Guided Pathway evening for Y9
- Careers Workshop for all Y7. An initial reflection on the knowledge of the world of work and the national labour market.
- Consultation with careers strategy and support with accreditation of Investors in Careers
- Creative café events- bringing 10 employers at time to speak with pupils in a café style event over 2 hours.
- Stem Sussex events
- Work place visits- Canary wharf trip to meet with employers and explore multinational finance sector.
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Curriculum design Year 7:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
7T1	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7T2	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7T3	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7H1	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7H2	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7H3	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		Mfl (2)		PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)		PD	
7A1	Maths (3)			English (3)			Science (3)			Geog (2)		Hist (2)		MFL				Art(1)			Mu(1)	DT/ FD				
7A1	Maths (3)			English (3)			Science (3)											DT/ FD								

The design of the Year7 curriculum reflects and informs the needs of our community. We recognise that our students and their families live within the highest percentile of deprivation in Hastings (IMD2015 & 2019). On average half of our cohort are classified as Pupil Premium and the socio-economic situation presents as a barrier to their learning. To this end, we created a curriculum that seeks to develop and broaden cultural capital within the students' lives by ensuring: Personal Development and Philosophy and Religious Education are afforded appropriate curriculum provision within their education. These 2 hours of PD and PRE reflect the need to educate our community, through an informed curriculum about the prevalent dangers of obesity which sits at 20% of Year 6 aged pupils as well as alcohol abuse which is worse in Hastings than the average for England alongside self-harm and suicide which are dramatically higher in Hastings than the rest of England. Finally, the town of Hastings has high levels of violent crime and anti-social behaviour which needs to be addressed, at source, through education.

These subjects also present as discrete additional oracy support to develop much needed higher literacy levels, through debate and discussion. We understand that over two thirds of our learners in Y7 are middle to low prior attainers. To this end we have created time for PD, PRE, Humanities and Languages to develop these skills. We believe in the need to study humanities and languages to develop and broaden cultural knowledge and experiences as well as providing a further vehicle to develop literacy skills. Finally, the arts as a medium for self-expression, self-development and as a reflection of Hastings' identity which has a vibrant art and performing arts community has been acknowledged on the Y7 curriculum with all Y7 studying dance as a drive to raise activity levels and tackle obesity. However we recognise the power of reading to level the literacy divide that has been exacerbated by the prolonged disruption to the academic years 2019-20/ 2020-21 and the academy re-instated Library lessons so that all our learner are confident, fluent readers.

Curriculum design Year 8:

8T1	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8T3	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8T3	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8H1	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8H2	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8H3	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Lib(1)	Art(1)	Dr(1)	Da(1)	Mu(1)	DT/ FD	PE(2)	PD
8A1	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)			Art(1)			Mu(1)	DT/ FD		
8A2	Maths (3)	English (3)	Science (3)										DT/ FD		

The design of the Year 8 curriculum, in-line with the Year 7, reflects and informs the needs of our community. All Year 8 students have Library lessons to promote and encourage reading to level the literacy divide that has been exacerbated by the prolonged disruption of academic years 2019-20/ 2020-21 so that all our learner are confident, fluent readers.



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Curriculum Design Year 9

9A1	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Conservation S	Conservation S	Conservation S	PE(2)	PD
9A2	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Music	Text	Food	PE(2)	PD
9A3	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Phy	Drama	Dance	PE(2)	PD
9H1	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Art	Phy	Sport	PE(2)	PD
9H2	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	Digital IT	Art	3D Art & Desi	PE(2)	PD
9H3	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)	PRE(1)	DT	Music	Digital IT	PE(2)	PD
9H4	Maths (3)	English (3)	Science (3)	Geog (2)	Hist (2)	Mfl (2)		Sport	Food	Drama		

The design of the Year 9 curriculum reflects the transitional needs of our students to prepare for Key Stage 4. We have increased teaching time of science by an additional hour to provide for combined science and triple science. In preparation for decision making in relation to choosing GCSE/ Btec options, all Year 9 pupils choose 3 creative based subjects to study in more detail. With regards to the creative subjects that learners choose to study in Y9 they may well be different to what they choose to study in Y10 as we want to develop their education and capital through experience as well as knowledge. IT will sit as part of the one of the creative subjects as well as Conservation Studies and by doing this we can begin to build a pathway for Forest School and land-based qualifications. We are piloting Level 1 and AQA Awards through these subjects with a view to develop future vocational pathways. All Y9 students continue to study humanities and languages so that they develop a broader and more detailed understanding of global issues, defining historical British history and wider global history as well as culturally international experiences. Furthermore, our Y9 cohort has 49% pupil premium and 43% prior higher attainment and so ensuring that all Y9 students continue with humanities and languages we continue to raise aspirations and limit the impact of socio-economic barriers. We believe in the need to study humanities and languages to develop and broaden cultural knowledge and experiences and well as providing a further vehicle to develop literacy skills. With on average half the cohort being classified as PP we recognise that our pupils' health and deprivation is worse in Hastings than the England average. To this end, we developed Personal Development so that this is more streamlined with PE and Food technology so that all pupils can learn the importance of healthy eating and healthy lifestyles. Our Philosophy and Religious Education subjects will be a driving force to challenge and educate our community through an informed curriculum, about self-harm and suicide which are dramatically higher in Hastings than the rest of England. Finally, the town of Hastings has a high level of violent crime and anti-social behaviour which need to be addressed, at source, through education. Additionally, PD and PRE subjects also present as discrete additional oracy support to develop much needed higher levels literacy

Key Stage 4: Year 10 & Year 11

Year 10 Curriculum model

10A1	Maths (4)	English (4)	Science (5)	Option X	Option Y	Option Z	PD RE	PE (2)
10A2	Maths (4)	English (4)	Science (5)	Dance		3D Art & Design	PD RE	PE (2)
10A3	Maths (4)	English (4)	Science (5)	Design Technology	Business Studies	Information Tech	PD RE	PE (2)
10H1	Maths (4)	English (4)	Science (5)	Fine Art	Drama	Drama	PD RE	PE (2)
10H2	Maths (4)	English (4)	Science (5)	French	Food GCSE	Food BTEC	PD RE	PE (2)
10H3	Maths (4)	English (4)	Science (5)	Geography		Geography	PD RE	PE (2)
				Music BTEC	Geography	History		
				Photography	History	Photography		
				Sport OCR	Music GCSE	Sculpture		
				Triple Science	Photography	French		
				History	Spanish	Sport OCR		



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Year 11 Curriculum model

11A1	Maths (4)	English (4)	Science (5)	Option X	Option Y	Option Z	PD- RE	PE (2)
11A2	Maths (4)	English (4)	Science (5)	Photography	Photography	Photography	PD- RE	PE (2)
11A3	Maths (4)	English (4)	Science (5)	Art	Art	Art	PD- RE	PE (2)
11H1	Maths (4)	English (4)	Science (5)	Triple Sci	Geography	DT	PD- RE	PE (2)
11H2	Maths (4)	English (4)	Science (5)	DT	Dance	Spanish	PD- RE	PE (2)
11H3	Maths (4)	English (4)	Science (5)	Food	Food	French	PD- RE	PE (2)
				PE Sport Sci	Media	History		
				Media	Drama	Geography		
				Music BTEC	Music GCSE			
				Drama	History			
				Business	History			

Curriculum Design Y10 and Y11

The design of the Y10 and 11 curriculum reflects a need for more personal responsibility and independence as well as the importance of core subjects. Maths and English have increased to 4 hours a week and Science to 5 hours a week to reflect the weight and value of these core subjects. We have also increased the 'option' subjects to 3 hours a week which is a 33% increase in teaching time. This reflects the growing demands of the new GCSE specification and the curriculum review feedback from Middle Level Leaders. Learner's study 3 additional GCSEs/Btec, and continue to study the full sphere of Philosophy, Religious education, Personal Social, health and careers education.



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