



Curriculum Statement

King's Academy Ringmer

Vision

"...to develop well rounded, confident individuals who are world ready"

Our curriculum at King's Academy Ringmer is guided by our values of kindness, ambition and resilience, as well as the academy's overall vision of developing well rounded, confident individuals who are world ready. We hold dear the belief that each young person at our school is capable of achieving excellence. Through the provision of a rigorous, academic curriculum that is rich in carefully sequenced knowledge, we will enable students to take their place in society as a highly skilled and educated citizen. We also think carefully about those students whose formal study of a subject will come to an end in Year 9 or Year 11, and prioritise the knowledge that creates well-rounded, well-educated individuals, capable of contributing both in their locality and globally. The curriculum is also designed to ensure students build the knowledge and skills required to take advantage of opportunities, responsibilities and experiences later in life, such as:

- Further education, training or employment
- Other rich opportunities and experiences (travel, meeting new people, joining clubs, trying new activities, developing further interests, healthy living)
- Responsibilities (being a good family member and friend, becoming a parent/carer)

Kindness is embodied in our curriculum through the high value we place on subjects and our teachers as experts in their subject areas. We want our students to have access to the best that has been thought and said, and with this in mind our teachers think carefully about what to teach and how best to teach it. We want students' future options to be wide, so we do not narrow the curriculum. Instead, we ensure students are exposed to a wide body of knowledge through our Key Stage 3 curriculum over years 7, 8 and 9.

Ambition is evidenced through the rigorous academic curriculum. At King's Academy Ringmer, academic success is at the heart of what we do. Our ambition is for all students to experience the English Baccalaureate (EBacc) subjects throughout their time at the academy.

Resilience is built through the personal development curriculum, extra-curricular activities, such as visits, school production, our enrichment week and team sports.

The curriculum is designed carefully to cater for all students. Literacy and oracy are carefully considered throughout the curriculum, and developed throughout the 5 years.



It is our aim that all students at KAR leave at a considerable advantage due to the ambitious and highly effective curriculum they have experienced.

Each subject at KAR designs and manages their own curriculum, with some key values underpinning each subject curriculum:

- The knowledge and skills are built logically over time
- The curriculum is designed to enable the key knowledge to be stored in the long term memory and automaticity to be developed for the key skills
- Assessments are analysed to determine the effectiveness of the curriculum
- The curriculum is updated, where appropriate
- Every opportunity is taken to develop literacy, especially reading
- Teachers consider what the most useful information is for each topic of learning

The Key Stage 3 Curriculum

The following subjects are taught discretely throughout years 7-9, as part of our students' entitlement to a broad and balanced curriculum:

English, Maths, Science, a Modern Foreign Language (French or Spanish), Art, Computer Science, Dance, Design Technology, Food Technology, Music, Oracy, Physical Education, PSHE/RSE, Religious Studies.

Adaptations are in place to support students whose progress in literacy, reading and maths are significantly below that required to access the curriculum. Small group literacy and numeracy withdrawal takes place with specialist staff in order to accelerate progress for those students and prepare them for the literacy and numeracy demands of Key Stage 4.

The Key Stage 4 Curriculum

All students continue to study English, Maths and the sciences and will sit GCSEs in these subjects. Students will sit either the three individual sciences as discrete GCSEs or a double award GCSE covering all three disciplines. Students continue PSHE and RSE lessons, as well as Physical Education as non-examined subjects.

Students take four additional subjects with all studying at least one of the EBacc humanity subjects, i.e. Geography or History, and the majority continuing to study the modern foreign language they started in Key Stage 3 (French or Spanish). They can then select two other subjects from: Art, Computer Science, Dance, Drama, Design Technology, Food Technology, Music, Photography or Physical Education. They may also use one of preference to study both Geography and History. Depending on the needs of the cohort technical programs may be offered in conjunction with, or in place of, the GCSE courses. The subjects offered are reviewed annually. The offer has been carefully crafted to ensure that students are not limited in their future choice of subjects post-16.



Students who previously received literacy support may opt to continue this support as one of their additional options or they may choose three additional options in place of continuing with their modern foreign language.

SEND and Alternative Curriculum

We carefully consider our students with SEND and our most disadvantaged students by being explicit in what the most useful aspects of the curriculum are, as well as adapting our existing curriculum to meet their needs and ensure they achieve outcomes that represent good academic and/or personal progress given their needs.

We have links with a range of alternative provision settings to adapt our curriculum to support students whose needs we cannot fully meet with the constraints of our curriculum.

The Reading Curriculum

Developing literacy in all students underpins our curriculum, especially reading. The King's Canon is our reading curriculum: a collection of texts chosen specifically to develop students' knowledge and understanding of the world and expose them to a rich and diverse vocabulary.

Literacy is taught across the curriculum with each subject area teaching the key subject vocabulary in lessons, the etymology and key prefixes and suffixes. The aim being to ensure students can communicate effectively within each discipline.

Students are assessed twice a year in reading and additional support is given to those who are behind their chronological age.

Curriculum Implementation

- In KS4, the majority of our students take the English Baccalaureate (EBacc) at GCSE and this figure is set to increase from 66% of students in Year 11 to 73% in Year 10.
- We offer additional literacy support for students in KS3 with the very lowest literacy levels, as well as those that have fallen behind in maths.
- Students that we identify as having very low literacy levels in Year 9 are invited to take additional literacy lessons in Year 10, to enable them to better access the GCSE curriculum. This is non-compulsory, and some students prefer not to take this offer. Our aim is for the percentage of students taking additional literacy at GCSE to fall over time, as a result of the work we do in KS3. The students that do not continue with additional literacy are then offered another option subject to study for GCSE, therefore increasing the breadth of their GCSE studies.
- Students have a full 3-year KS3, and start GCSE courses at the beginning of Year 10.
- We offer alternative routes for students that we feel our setting is not appropriate for.



- We carefully consider our students with SEND and our most disadvantaged students by being explicit in what the most useful aspects of the curriculum are. These most useful aspects are identified as a part of the curriculum plans.
- We use well established, research-based teaching techniques to enable students to learn the key knowledge and skills to be successful in each subject
- The curriculum is carefully sequenced to enable the knowledge and skills for each end point to be built on what has been taught before. The sequencing is identified on the curriculum overview table for each subject.
- We are clear on the knowledge and skills that are required for each endpoint, and this has at least the same breadth as the National curriculum for each subject. The knowledge and skills for each end point are identified on the curriculum overview table for each subject.
- The knowledge and skills for each end point are assessed regularly, to allow any gaps in knowledge to be identified and rectified early. We are proactive in planning for gaps in knowledge, and this is identified on the curriculum overview tables.
- Our curriculum is under constant development following both formative and summative assessments. If gaps are identified, then the curriculum is developed to prevent these gaps occurring in the future. Our approach is Plan-Deliver-Assess-Update. Teachers are given time and training to develop their curriculum.
- Every teacher is involved in curriculum design and development. If a teacher teaches a subject, they are involved in the curriculum planning and development of that subject.
- The curriculum is designed to give students the best chance at embedding the key knowledge into their long term memory and developing automaticity in the key skills. The curriculum overview tables provide methods of how this is achieved in different subjects.
- Prototypes are identified for keywords and abstract concepts, to enable students the best chance at a deep level of understanding. These are identified on the curriculum overview tables.
- Building a well-connected schema within and between subject areas is the ultimate goal of our curriculum.

Curriculum Impact

Since 2019 the curriculum model, intent and implementation has delivered:

- Continuous improvement in the overall progress measure from 0.16 in 2019 to 0.25 in 2021 (using 2019 calculations in SMIS), 0.35 in 2022 and 0.36 in 2023. This is projected to be around 0.3 by FFT (Early Result Service) in 2024.
- a narrowing of the disadvantaged students gap to national non-disadvantaged from over half a grade in 2022 to -0.07 in 2023. Disadvantaged students achieved a positive progress score 0.1 which was also 0.07 higher than the local authority average for non-disadvantaged students. In 2024 the progress score for



disadvantaged students is predicted by FFT to be 0.6 above that of non-disadvantaged students at KAR and well above that for non-disadvantaged students nationally.

- A8 score of 4.73 in 2023 (FFT20 target was 4.7), and 4.6 (FFT Target of 4.6) in 2024 representing outstanding attainment.
- an extraordinary increase in the proportion of pupils entering the EBACC achieving grade 4+ in the EBACC (from 5% in 2017 to 33% in 2023) above the national average of 24%. The proportion achieving the EBACC at grade 5+ (17%) was at the national average (17%). This was achieved by a cohort with prior-attainment below the national average on entry.
- a consistent EBACC APS (4.37) that is also above local (3.82) and national average (4.05) in 2023.
- a higher proportion than the national average of disadvantaged pupils entered for the EBACC in 2022 and 2023 and equal to the local average entry for Non-disadvantaged pupils (38%) in 2022.
- The number of GCSE entries was above the local and national average for disadvantaged students.