

Our Context

Consett Academy forms part of New College Durham Academies Trust and was opened in January 2012 as a merger between the town's previous secondary schools of Moorside Community Technology College and Consett Community Sports College (formerly Blackfyne Community School). Initially, Consett Academy delivered an education across the two sites before moving into a state-of-the-art building in 2015. Built on Consett's former football ground, next door to Consett's rugby club and as part of Consett's leisure centre, Consett Academy unsurprisingly ensures that all students access an inclusive PE curriculum with a range of sports taught across the curriculum.

Situated in the North-East of England, Consett is surrounded by the beautiful countryside of the Derwent valley. At 900ft above sea-level, Consett frequently has its own climate which is typically colder than surrounding cities such as Durham and Newcastle. Reflected in our core values of resilience, we encourage our students to never give up and endeavour to be the best that they can be.

Historically, Consett is a town that is proudly built on the success of its steelwork heritage. Steel dominated the economy of Consett for 140 years and was responsible for the expansion of the town. Our core values replicate the hard-working status of the town's history and we expect our students to contribute to and further the successes of their community.

With over 1500 students on roll, Consett Academy is a large 11-18 fully comprehensive school with a growing sixth form. The majority of our students are white British; 35% of our current students qualify for the Pupil Premium grant and 14% of students have additional SEN/D needs.

We are passionately ambitious for all our students and believe in a curriculum intent that provides an inclusive and challenging education that allows our students to succeed.

Our Curriculum Intent

We believe that education is about teaching children the values, knowledge and skills they require to be life-long learners so that they can contribute positively to their community. We believe that education is about providing students with powerful knowledge so they can question the increasingly complex world around them and be empowered to make decisions that will make them successful. We believe that education is about providing our students with a passion for knowledge and learning so that they are engaged and curious about the world around them. We do this by providing a curriculum that challenges all students in a range of subjects and within the context of our core values of resilience, aspiration, respect, honesty and tolerance.

Our Curriculum

As a result of our context, our curriculum aims are to:

- develop a culture of very high expectations, aspirations and positivity
- deliver a curriculum that puts students first and promotes inclusion, progression and excellence
- provide students with a curriculum that is ambitious offering breadth and depth with an appropriate balance between academic and vocational subjects to inspire and accelerate progress
- provide a challenging and well sequenced curriculum which deepens and broadens knowledge as students move through each year and key stage; building on previous knowledge so they know more and remember more.
- deliver a curriculum that is appropriate and relevant for the students in our community and develops their cultural capital
- ensure that all students make outstanding progress irrespective of starting points and those facing disadvantage are lifted from educational and social poverty
- focus on English and Maths skills to enhance the life chances and success of all students.
- promote reading and confident readers
- deliver a curriculum that is rich in spiritual, moral, social and cultural experiences, that promotes British values and celebrates the rich heritage of the community
- develop lifelong learners who are adaptable and are able to transfer their skills in order to be employed in occupations or professions which provide opportunities for progression in a 21st Century global economy
- promote and deliver extra-curricular activities and opportunities to broaden students' experiences

Through our curriculum we aim to develop young people who:

- are happy and successful
- are independent, self-regulated learners
- are not disadvantaged by the social context they live in
- are confident, resilient and have the knowledge to stay mentally healthy
- have high expectations of themselves and ambition for their future
- wish to pursue an active lifestyle
- who are responsible citizens that make informed decision and are aware of their rights and responsibilities
- who make positive contributions to local, regional, national and global communities

Curriculum Design

Our well-planned curriculum is designed to meet the needs of our students whatever their starting points. We plan subject curriculums that develop knowledge, skills and concepts across a 5 or 7 year curriculum to deepen student learning over time. Key concepts are spaced and interleaved throughout subject curriculums to build knowledge and skill that allows students to progress. Our classroom pedagogy focuses on retrieval and effective questioning so that students can build and remember knowledge over time.

Our curriculum offers guided pathways that supports students' progression through school. We aim to remove any barriers to learning while ensuring all students have a broad curriculum offer. Students follow a 3-year Key Stage 3, making their option choices in Year 9. In Key Stage 4 we offer a range of GCSEs and vocational courses that include Travel and Tourism, BTEC Sport, BTEC Food, Textiles, Health and Social Care, Technical Award in Music Production and Technical Award in Engineering.

Our curriculum extends into Key Stage 5 for several subjects with an increase in rigor and challenge appropriate for this next level of education. Our range of A-Level and vocational qualifications are built into the Key Stage 5 curriculum that allows students to select subjects that will provide them with the best opportunity for success. There is a full range of A-Level courses that fall into the creative, STEM, Humanities, Languages and Social Science subjects. Our vocational offer includes Applied Science, Criminology, Health and Social Care, Performing Arts and Sport

Our Curriculum Intent:	Examples of how we achieve this:
<ul style="list-style-type: none"> To develop a culture of very high expectations, aspirations and positivity 	<ul style="list-style-type: none"> Ethos of praise and celebrating success Putting teaching and learning first Clear boundaries and consistent application of rewards and behaviour policy
<ul style="list-style-type: none"> To deliver a curriculum that puts students first and promotes inclusion, progression and excellence To ensure that all students make outstanding progress irrespective of starting points and those facing disadvantage are lifted from educational and social poverty 	<ul style="list-style-type: none"> Teachers adapt planning for the needs of ALL learners Teachers ensure that SEN/D adjustments are met Teachers use relevant data to adapt planning and provide challenge for all Teachers look to challenge learners through: regular retrieval of increasingly complex knowledge; questioning and application of knowledge and skills in a range of contexts
<ul style="list-style-type: none"> To provide students with a curriculum that is ambitious offering breadth and depth with an appropriate balance between academic and vocational subjects to inspire and accelerate progress 	<ul style="list-style-type: none"> Implementation of a 3-year Key Stage 3 Students are offered a wide range of GCSE and vocational subjects during the options process Regular review of our curriculum offer to ensure it is ambitious

	<ul style="list-style-type: none"> • Promoting pathways to our Sixth Form • Offering a range of academic and vocational courses at Key Stage 5 		
<ul style="list-style-type: none"> • To provide a challenging and well sequenced curriculum which deepens and broadens knowledge as students move through each year and key stage; building on previous knowledge so they know more and remember more. 	<ul style="list-style-type: none"> • Curriculum leaders map out provision to ensure that the level of challenge increases each year from the end of KS2 to KS4 or KS5 • Subject curriculums are based around their threshold concepts, knowledge and skills required to deliver a challenging curriculum • On-going professional development to enhance teaching and curriculum leadership 		
<ul style="list-style-type: none"> • To deliver a curriculum that is appropriate and relevant for the students in our community and develops their cultural capital • To deliver a curriculum that is rich in spiritual, moral, social and cultural experiences, that promotes British values and celebrates the rich heritage of the community 	<table border="1"> <tr> <td> <ul style="list-style-type: none"> • ASPIRE curriculum • CEIAG • Educational trips • Field trips • Residential trips </td> <td> <ul style="list-style-type: none"> • Aim Higher visits to university • STEM events • External speakers • Duke of Edinburgh programme • Student voice </td> </tr> </table>	<ul style="list-style-type: none"> • ASPIRE curriculum • CEIAG • Educational trips • Field trips • Residential trips 	<ul style="list-style-type: none"> • Aim Higher visits to university • STEM events • External speakers • Duke of Edinburgh programme • Student voice
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<ul style="list-style-type: none"> • To focus on English and Maths skills to enhance the life chances and success of all students. • To promote reading and confident readers 	<ul style="list-style-type: none"> • Focus on quality first teaching in all subjects, including English and Maths • Promote reading across the Academy • Whole Academy focus on developing vocabulary • Whole Academy focus on improving oracy 		
<ul style="list-style-type: none"> • To develop lifelong learners who are adaptable and are able to transfer their skills in order to be employed in occupations or professions which provide opportunities for progression in a 21st Century global economy 	<ul style="list-style-type: none"> • Integrate digital learning into the classroom • Encourage students to take risks and be resilient • Encourage learners to question the world around them • Encourage curious learners 		
<ul style="list-style-type: none"> • To promote and deliver extra-curricular activities and opportunities to broaden students' experiences 	<ul style="list-style-type: none"> • Hwk club; sports and games clubs; STEM activities; creative clubs, mindfulness etc • Offer trips and visits (home and abroad) to widen cultural experiences 		