

At John Spendluffe Technology College, we believe that the curriculum our students study should enable them to become successful young people who are ready to learn, make progress and achieve, whatever their starting point. We want to develop students who are respectful and responsible citizens who make positive contributions to society by better understanding the world in which they live and prepared for the challenges they will face. We aim to nurture our young people so that they can demonstrate resilience as well as being confident and able to live safe, healthy, and fulfilling lives supported by a love of life-long learning. We aspire for those that we teach to be successful and we hope that they are committed to their studies beyond JSTC through the range of post-16 formal education and apprenticeship routes. We wish to maximise the cognitive development, to inspire, to develop the person and talents of the individual so that JSTC students become active and economically self-sufficient citizens.

We provide our students with a 5-year curriculum that specialises after year 9, with students making well informed choices about the subject they will continue to study for Level 2 qualifications / GCSEs.

In Years 7, 8 and 9, all students will study: English, Maths, Science, Music, Art, Performing Art, History, Geography, Modern Foreign Language, Technology (Food, Resistant Materials, Graphics and Textiles), Physical Education, Religious Studies, ICT/Business and PSHCEE including careers education.

In Years 10 & 11, all students will continue to study English Language and Literature, Maths and the Sciences, Physical Education, PSHCEE and Religious Studies together with either Geography or History. Students will then choose the 4 subjects that they wish to continue to study up to Level 2 / GCSE qualification level.

The curriculum offer is rooted within four key principles:

- **Entitlement** – we believe that *all* students have the right to learn what is in the JSTC curriculum; we have a duty to ensure that all students are taught the whole of it.
- **Mastery** – we want all students to achieve a full understanding of the knowledge specific in the curriculum for each year - differentiated as appropriate, and teaching should not be moved on until this is achieved.
- **Stability** – we will not amend the curriculum unnecessarily; however, we will make occasional adjustments considering feedback, best practice and experience, to ensure that our curriculum remains broad and balanced and meets the needs of our students.
- **Concepts not context** – our curriculum specifies the knowledge that should be taught and provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing the knowledge to life, of providing context and of creating memorable moments to the professional in the classroom, the teacher.



Our intent is that the curriculum offered to our students:

- Provides a broad and balanced curriculum that is truly comprehensive and accessible to all students.
- Delivers opportunities for students to learn to be successful, to gain transferrable skills whilst also acquiring relevant knowledge.
- Enables high standards of academic achievement where outcomes empower students to progress to the next stage of their education.
- Affords opportunities for all students to develop the high level of literacy and numeracy required for success in the wider curriculum and in adult life.
- Expands students' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility.
- Ensures that students are safe and that they understand how to be safe.
- Fosters a strength of character, and resilience that will help students to cope with choices and overcome the challenges they are likely to encounter in life.
- Provides an appropriate range of opportunities and experiences to inspire students to success in the next stage in their education, training, or employment.
- Enables students to take responsibility for their own learning and development.
- Develops a sense of respect for themselves and others within the wider community.

