



All Saints'
Academy
Cheltenham

Curriculum Policy



2021-2022

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All Saints' Academy, Vision, Ethos and Mission

Our Vision

Where every member of our extended family realise their God-given potential, inspired by **John 10:10**. **Jesus said, 'I have come so you may have life in all its fullness'.**

Our Purpose

To be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

Our Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.

All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The Academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Our Mission

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

All Saints' Academy: Curriculum Statement

Since 2016 we have designed and implemented a curriculum that aims to provide the best learning opportunities and outcomes for all our students. This has resulted in GCSE examination performances that have been in line with the national average for all secondary schools.

Our Academy has higher than national average proportions of SEND students, lower than national average prior attainment at Key Stage 2 and one of the highest levels of social economic disadvantage in Gloucestershire (30% of students receive Pupil Premium funding).

Given the level of contextual challenge, All Saints' Academy is placed in the top 20% of schools nationally in The Fairer Secondary School League Table. We have consistently been one of the best GCSE performing state secondary schools in Cheltenham.

Our Curriculum 2020 intent and implementation has been evaluated to place greater emphasis on adaptive teaching to provide support and stimulating stretch and challenge for all. We have refined our assessment practice to ensure maximum learning impact and we are enhancing all areas with enrichment opportunities to apply learning and build cultural capital.

Our Curriculum Intent

Our curriculum has been designed to ensure that all students can:

- develop personally, socially, morally, spiritually, and culturally;
- excel academically;
- receive the most aspirational careers information, advice, guidance, and experiences to help them achieve and have Life in all its fullness.

Inclusivity is at the heart of our curriculum, enabling us to meet the specific learning needs of all our students. This is deliberately planned into all learning stages with a rich knowledge and skills base for all. A flexible and adaptable approach to teaching and supporting each student ensures success.

As a Christian Academy, we teach, demonstrate and celebrate our core Christian values of: Love, Peace, Respect, Reconciliation, Service and Justice explicitly every day. Alongside these, we recognise the importance of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. These are taught throughout the subject curriculum. Additionally, all our students participate in and lead daily extended worship, weekly assemblies and PSHE lessons (Life Programme). Our careers information, advice and guidance programme is structured to meet the Gatsby benchmarks, ensuring there is thorough support for students at each stage of their learning.

We regularly review our curricula to ensure that we can best prepare our students to capitalise on future learning and employment opportunities, as well as responding to the direction set by national leaders in education. Our teachers explore opportunities to enrich the curriculum with activities, both in and out of the Academy, providing students with the opportunity to develop the cultural capital, which they may not be able access within the family home. We have forged effective partnerships with Cheltenham College, the Cheltenham Educational Partnership and other organisations to facilitate this for the benefit of our students and staff.

Our curriculum has been personalised in response to the local career and training opportunities in areas such as the Cyber sector (relating to GCHQ and The Golden Valley Development). Additionally, we have placed sustainability and the environment at the heart of our curriculum as we seek to educate our students to act locally, nationally and globally so that they can impact on the awareness of future climate change for all to have Life in all its fullness on God's earth.

All Saints' Academy: Curriculum Statement

Our Curriculum Implementation

Our curriculum is divided into three Learning Cycles across the year. All cycles have pre-defined, discrete knowledge content which is shared in a Knowledge Organiser at the start of each cycle. The cycle will include 10 weeks of class teaching and independent home learning followed by a week of revision and assessment and a further week of consolidation and extension teaching in response to the cycle assessment outcomes.

This approach is designed to divide learning of new skills and concepts into manageable sections, with students taught how to learn independently, memorise knowledge and revise material ready for regular formative assessment. Parents are informed of the assessment outcomes following each cycle, while teachers can adapt teaching to respond to the outcomes of this assessment.

Improving a student's literacy is a priority for our teaching. Children are taught to read, write, listen and speak with confidence, fluency and understanding. All teachers understand their role in this and how their subject teaching develops those essential skills.

We assess our students in Key Stage 3, using a three levels to identify if students are developing, achieving or exceeding in each year. Our team record the student attainment from each of the three cycles in the school data system (SIMS). We use an automated system (SMID) which then supports teachers and middle leaders to assess the impact of the teaching and identify needs for supportive intervention.

In Key Stage 3 students are set in a top stream and six mixed ability groups. We have based our approach on the best available evidence on how to best make most learning progress across the ability range, including SEND students.

We have a classroom pedagogical approach, which is rooted in the evidence-based Principles of Instruction, Barak Roshenshine, 2010. Our Academy Teaching Principles draw on this evidence, the National Teaching Standards and our own evaluation of what works best. When combined with the implementation of a highly studious learning culture, this leads to excellence in classroom teaching and instils a lifelong love of learning. (See Academy Teaching Principles below in Appendix 5).

We support the implementation through a thorough programme of professional development in teaching, which is focussed on the Academy Teaching Principles. We evaluate our practice continually through a series of self, peer and leadership review of ATP implementation.

All Saints' Academy: Curriculum Statement

Our Curriculum Impact

Our cycle assessments are recorded and used to identify progress in learning and areas which require further teaching, across whole classes or individual students. We implement our end of year summative assessment to demonstrate progress across the whole year and compare this with assessment from the previous year.

Cycle knowledge organisers provide students with key information in each subject, enabling them to develop their understanding of key concepts outside of their lessons. Our formative cycle assessments are designed to enable a rapid delivery of feedback to students and to support staff in planning lessons to address needs and misconceptions. This means that teachers can plan to consolidate or to extend the depth of the learning for those who have demonstrated that they have secured the knowledge from that cycle.

The evaluation of the quality of teaching shows that lesson quality is consistently good and continues to improve further through clear expectations of standards, regular review of those standards and direct guidance and support. Student feedback shows that they enjoy lessons, they find them challenging and stimulating; they know how well they are doing and how to improve and they value the relationships with their teachers. Academy outcomes at Key Stage 4 and Key Stage 5 demonstrate clearly that students are making good progress at All Saints' Academy.

We prepare our students well for their next steps and progression into Higher Education, Apprenticeships, further training or employment. The impact of raising academic standards and career aspirations has resulted in an increased number of students attending University, often as the first members of their family, with a considerable proportion taking up places at prestigious Russell Group Universities. All of our students have been able to secure places at their first-choice universities in 2020 and 2021.

The impact of our Academy Vision, Christian values and broad curriculum offer, results in an Academy family where students feel happy and equipped to express themselves as individuals, have confidence in celebrating their successes and support one another through the challenges they face or may face in the 21st century.

All Saints' Academy: Curriculum Structure

Key Stage 3 Curriculum

In Key Stage 3 our curriculum is broad, enabling our students to strengthen their core subject foundations while also introducing and developing knowledge and skills in the English Baccalaureate (EBacc) subjects. This is complemented by a wide range of sports, creative and performing arts subjects. Our curriculum is designed to build on learning from Key Stage 2, following the National Curriculum intentions, and to prepare students for Key Stage 4 learning opportunities.

Key Stage 3 Curriculum Model

We operate a two-week learning cycle. This includes 50 hours of subject teaching and a further 2.5 hours of teaching through organised tutor time and collective worship. The hours allocated to each subject below represent a two-week period.

Mathematics: 8 hrs

Science: 8 hrs

English: 8 hrs

Physical Education: 4 hrs

Religious Education: 3 hrs

History: 3 hrs

Geography: 3 hrs

Modern Foreign Language (French or Spanish): 3 hrs

Computing: 2 hrs

Design Technology: 2 hrs

Art: 2 hrs

Music: 2 hrs

Drama: 2 hrs

All Saints' Academy: Curriculum Structure

KS4 Curriculum and Options

In Key Stage 4, which commences in Year 10, we continue our broad curriculum, with all students following the Core subjects of Mathematics, English (Language and Literature), Biology, Chemistry and Physics. Additionally, all students study Religious Education, Sports Studies and a further three subjects of their choice from a selection of EBacc subjects, business, creative arts, design technology, performing arts and vocational subjects. This ensures that all students have access to the full EBacc and that we promote aspiration for all to achieve the highest possible academic outcomes.

Key Stage 4 Curriculum Model

Year 10 - 11

We operate a two-week learning cycle.

This includes 50 hours of subject teaching and a further 2.5 hours of teaching through organised tutor time and collective worship. The hours allocated to each subject below represent a two-week week period.

Mathematics: 9 hrs

Science: 9 hrs

English: 9 hrs

Physical Education: 4 hrs

Religious Education: 4 hrs

Option Subject A: 5 hrs

Option Subject B: 5 hrs

Option Subject C: 5 hrs

When selecting option subjects' students are guided towards the most appropriate selection of courses to support their learning and career ambitions. Students and families are involved in the process throughout to help agree the choices and have the final say.

Students and parents are provided with our helpful information booklet and we host an information evening at the start of the process. We then meet individually with students and then close the option period with parents and students at a final face to face meeting.

To see the subjects and guidance available for each pathway please see our Options Booklet in Appendix 1. All Option subjects are allocated 5hrs per 2-week learning period.

All Saints' Academy: Curriculum Structure

Key Stage 5 Curriculum

In Key Stage 5, we maintain our breadth of offer with courses suited to all abilities. We are proudly inclusive, with students able to study solely A level courses or Level 3 Technical courses, or a mix of both. We offer Level 2 courses to those who are not yet ready for Level 3 and even offer the flexibility of progressing from Level 2 to Level 3 courses over 3 years, where appropriate. Enrichment of the curriculum in Sixth Form includes opportunities for work experience within the timetabled week; personal skills development, the Extended Project Qualification, and Duke of Edinburgh Award.

Key Stage 5 Curriculum Model

Year 12 and 13

We provide a mix of A-level and Technical qualifications to students joining our sixth form. Students can opt to study a range of different course types:

- A-level subjects only
- A mixture of A-level and Technical subjects
- Technical subjects only
- Key skills programme for students who have not yet achieved level 2 passes in English and/or Maths.

Our students have a two-week timetable as in other year groups. All option subjects have 10 hrs of teaching time in Year 12 and Year 13.

In addition to the main subjects studied in sixth form our students in Year 12 have the option to complete the Extended Project Qualification (EPQ) at Level 3. Finally, we have a small number of students who are able to study 4 courses and where this is requested, we support their desire to do so.

Our flexible approach has resulted in excellent progress made by our students into Russell Group and other Universities, top apprenticeships, and exceptional employment opportunities. For more information, see Appendix 2 for our list of sixth form courses.

All Saints' Academy: Curriculum Enrichment

We seek out opportunities at all stages to enrich the curriculum with enhanced experiences and opportunities to learn within and outside of classroom lessons. We recognise that it is our role to equip with knowledge and cultural capital to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

We have an extensive schedule of enrichment activities which happen across all areas of the curriculum. These are activities which happen weekly, termly or annually. There is a wide variety for students of all ages to discover and enhance their skills and talents. Students are encouraged to participate in a selection of Academic; Adventure; Health, Fitness and Wellbeing and Performing Arts.

New activities are regularly added in response to student requests and our ambition to provide the most exceptional opportunities to our students and staff enabling them to live life to the full.

See appendices for further detail about our enrichment programme.



Appendix 1

The Academy day timings

Start Time	End Time	Lesson			
Students should arrive at 08:30 and line up with their tutor group by 08:40 and led in by tutors.					
8:40	8:50	Meet, Greet, Pray			
8:50	9:50	Lesson 1			
9:50	10:50	Lesson 2			
10:50	11:10	1st Break (Yr 7, 9, 11)	10:50	11:15	Lesson 3a (Yr 8, 10, 6th Form)
			11:15	11:35	2nd Break (Yr 8, 10, 6th Form)
11:10	12:10	Lesson 3 (Yr 7, 9, 11)	11:35	12:10	Lesson 3b (Yr 8, 10, 6th Form)
12:10	13:10	Lesson 4			
13:10	13:40	1st Lunch (Yr 7, 9, 11)	13:10	13:40	PM Registration, Life Programme and Collective Worship (Yr 8, 10, 6th Form)
13:40	14:10	2nd Lunch (Yr 8, 10, 6th Form)	13:40	14:10	PM Registration, Life Programme and Collective Worship (Yr 7, 9, 11)
14:10	15:10	Lesson 5			
Students will be led out by class teachers to exits.					

Appendix 2

KS4 Option Booklet



All Saints'
Academy
Cheltenham

Year 9
Subject Choice Booklet

2022

Dear Students, Parents and Carers,

I am delighted to provide you all with information that will help you choose the subjects you will study over the next three years.

Key Stage 4 at All Saints' Academy is two years long and commences in the Autumn term of Year 10.

This gives our students a full two years to learn in great depth in their subjects of choice enabling them to develop those passions and achieve the highest possible outcomes in Year 11.

We believe that between the core subjects that everyone studies, and the option subjects that are chosen individually, All Saints' Academy gives everyone the experience of an outstanding education and the opportunity to live life to the full.

Read this booklet, ask questions and talk to each other about your interests and ambitions. If we can help you with more information, please get in touch or visit the options section of the Academy website.

Yours sincerely,



Mr Liam Wilkinson
Vice Principal
All Saints' Academy

Core Subjects

Everyone does these at All Saints' Academy!

✓ English Language	GCSE
✓ English Literature	GCSE
✓ Maths	GCSE
✓ Biology	GCSE
✓ Chemistry	GCSE
✓ Physics	GCSE
✓ Religious Education	GCSE
✓ Physical Education (PE)	BTEC



What Happens Next?

- 28th February - Options guidance booklet released to Year 9 students with subject information videos for parents and students to begin the process. See the Academy website.
- February-March - Student discussions with families and subject teachers using the information from the options booklet, the videos and contact with Academy teachers.
- 1st-10th March– Preliminary discussions between students, tutors, and Senior Leadership Team to provide advice and guidance on subject choices.
- 14th March - First draft of options choices allocated sent to families using Parent mail.
- 24th March - **Options and Parents' Evening** combined for parents and students to have final conversations with subject teachers. Completed options forms submitted to the Academy.
- April- Final deadline for options decision changes.
- April - Final confirmation of subjects allocated sent to families using Parent mail.

Optional Subjects

Art and Design, GCSE	Film Studies, GCSE	History, GCSE
Business Studies, GCSE	Hospitality and Catering, Eduqas Level 2	Music, GCSE
Business, OCR Level 2	French, GCSE	Spanish, GCSE
Computing, GCSE	Geography, GCSE	Physical Education, GCSE
Constructing the built environment, WJEC Level 2	Hair and Beauty, VTCT Level 2	Sport, BTEC Level 2
Drama, GCSE	Health and Social Care, BTEC Level 2	

Appendix 3

KS5 Courses

The following courses are available to students in Sixth Form:

Applied Law, BTEC Level 3	English Language, A level	Psychology, A level
Biology, A level	Geography, A level	Sociology, A level
Business Studies, A level	Health and Social Care, BTEC Level 3	Sport, BTEC Level 3
Business, OCR Technical Level 3	History, A level	Travel and Tourism, BTEC Level 3
Chemistry, A level	Information Technology, BTEC Level 3	GCSE Mathematics
Computer Science, A level	Mathematics, A level	GCSE English
Creative Media, BTEC Level 3	Further Mathematics, AS level	Functional English, AQA Level 1 and 2
Drama and Theatre Studies, A level	Music Technology, A level	Functional Mathematics, AQA Level 1 and 2
English Literature, A level	Philosophy, Religion and Ethics, A level	Certificate of Personal Effectiveness, ASDAN Level 1 and 2
Fine Art, A level	Physics, A level	Film Studies, A level
Food Science and Nutrition, WJEC Level 3	Product Design, A level	

Appendix 4



The LIFE Centre

The LIFE Centre (Alternative Provision)

Our curriculum intent

We believe that all children and young people should attend a school or form of education ready to learn and engage fully. However, we recognise that for some learners fulfilling their learning potential can be difficult for various reasons and at different times on their educational journey.

We have carefully constructed our curriculum to provide Tier 3 inclusion support at the Academy and meet the current National Statutory and Non-Statutory Government guidelines for an inclusive education. We aim to guide and support our learners so that they can fulfil their God-given potential, affording them a solid educational and spiritual foundation upon which to build their future life successes.

Aims of the LIFE Centre:

- To support those learners who have difficulty accessing the whole school curriculum, including those considered “at risk”
- To give every student the opportunity to access learning in a manner appropriate to their needs
- To address students’ social and emotional needs, as well as promoting their spiritual and moral well-being
- To offer a flexible approach to students who have occasions where they require respite care or transition support
- To ensure all students have access to the appropriate education for their ability
- To offer transitional support through Key Stages 3 and 4, and on to Post-16 provision
- To provide short term, long term, full or part-time reintegrated support for students with attendance and/or behavioural difficulties
- To offer support for students returning to school after a period of non-attendance

Curriculum implementation

We create a positive environment where the needs of the young person remain at the heart of all our teaching. It is our aim to plan and deliver well pitched and challenging lessons that the students will relate to and want to succeed in. Students are given the same opportunities for praise and recognition while being required to meet the same high expectations as promoted across the Academy. We intensify our focus on addressing this deliberately and consistently to support those who are seeking to improve their behaviour.

We provide additional structure and levels of support so that our students continue to learn and thrive. All students will be put on the “My Plan+” framework of need and regularly reviewed. Families are regularly and fully informed of progress made and the expectations upon them as parent/carers to work in collaboration with the Academy. Termly review meetings are held with Senior Leaders to review and recognise the progress made by students and to set new targets.

The LIFE Centre provides a differentiated curriculum with strong teaching, learning and assessment in-line with the Academy Teaching and Learning and Assessment policies. The Centre has a dedicated specialised teaching staff that regularly update their practice in line with the Academy CPD programme. If an individual student has complex needs we will work with appropriate agencies to ensure the right interventions and support are in place. We provide resources and lessons in which we promote and encourage student progress; with the goal of eventual reintegration back into mainstream classes for some students, as well as preparing our older students for Post 16 education. The LIFE Centre staff have close links with mainstream subject leaders and teachers to ensure the continuity of curriculum delivery. This enables students to maintain progress in core and option subjects by providing access to specific learning resources and guidance.

Students engage in a Key Stage 3 and Key Stage 4 daily timetable with five well-structured lessons. The Key Stage 3 curriculum includes English, Maths, Science, Religious Education, Personal Finance, Geography, Computing, Physical Education and Prince's Trust Award.

With support from the Year 9 Progress Leader and Heads of Department, we hold Option subject interviews and support with selecting the most appropriate KS4 courses for the individual learner.

Key Stage 4 students continue to complete their Option subjects whilst in the LIFE centre with support from subject specific teaching staff and Head of Departments; this ensures continuation of progress and attainment. Year 11 are supported to complete the Academy assessments and exams process through the LIFE Centre staff and resources, as well as having regular GCSE English, Maths and Science group sessions from subject specific staff/Heads of Departments.

Additionally, all of our students are taught the Academy Life Programme for PSHE and Citizenship education.

LIFE Centre staff support Year 11 students to identify their Post 16 destination. Year 11 learners engage in careers education with support sessions run in conjunction with our local college advisors. All students engage in employability sessions whereby students learn key skills, e.g. practical support with identifying and applying for a suitable Post 16 destination/course or Apprenticeships. To ensure that students continue to engage and thrive once they leave Year 11 and begin their Post 16 pathway, the LIFE Centre staff continue to support them by engaging with the Post 16 provider and the student's parent/carers.

The LIFE centre provides a central location for outside agencies to work closely with students, their families and staff. This is particularly helpful where there is need for SEN agency support and we effectively link up the SEND Coordinator, Advisory Teaching Service, LA Inclusion Team, Young Carers, Family First and Social Care Teams.

Curriculum Impact

Students develop the skills and tools to improve resilience, confidence and security in their own ability, which leads to progress in attainment and future prospects.

Since we launched the inclusive tier 3 provision in 2014, 104 students have accessed the centre, either full-time or part-time. 87% of Year 11 students have gone on to successfully complete their GCSE exams. The Centre's staff consistently ensures the appropriate curriculum is being delivered with support from Heads of Departments. Assessment is tracked and reported throughout each Cycle of assessment.

Where learners struggle to make learning progress a timely needs assessment and referrals are made. The LIFE Centre staff, with support from the Senior Leadership Team, SENDCo and the Local

Authority or other stakeholders, will work towards the best outcome for the individual learner, at times this could lead to a move to a special school. Some learners who continue to show disengagement will be supported through external courses or managed moves. To date we have successfully identified external moves to specialised provision and/or identified a new appropriate educational pathway for 24% of the cohort. To date 68% of learners, accessing the Centre, go on to complete their current year and continue to make learning progress.

We recognise the need to offer an inclusive learning environment for all those accessing the Centre and returning to mainstream learning. Mainstream staff work closely with the centre to jointly work towards a successful return to mainstream or Post 16 learning when the time is right. For some, external factors often prevent positive engagement. In these instances, LIFE Centre staff work with external agencies to support learning progress and prevent the need for exclusions. We have reduced the number of young people being excluded, with most learners going on to significantly reduce their behaviour sanctions and improve their attendance since joining the Centre. Where further support is needed, staff link with the school's attendance officer and other stakeholders to support improvements or identify next destinations.

Appendix 5

The Life Programme (PSHRE)

Our Curriculum Intent

Our Life Programme promotes the Academy Vision, where every member of our extended family realises their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have Life in all its fullness'. The Life Curriculum encourages students to develop all aspects of themselves as academic students and young people in order to realise their God-given potential

The Life Programme curriculum is a planned, developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The Life Curriculum develops the qualities and attributes students need to thrive as individuals, family members and members of society. Personal, social and health education (PSHRE) can reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. Our PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Academy's statutory responsibility to promote students' well-being. In addition, the learning provided through this comprehensive PSHE education provision is essential in helping to safeguard students.

The Life Programme curriculum contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, as well as empathy and the ability to work with others, helps students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Implementation and Impact

A significant component of the Life Programme curriculum is a weekly session delivered within tutor groups by tutors. The themes and content of these sessions are planned over the year and mapped across the different years. This overview ensures the developmental needs of the students are met as they progress through the Academy, and that key PSHRE issues are regularly revisited in age appropriate ways. The sessions have been developed by the Progress Leaders using guidance from the PSHE Association and the Local Authority. Tutors are trained within their teams in order to deliver these sessions confidently, with extra support put in place when needed by a tutor.

Other significant Life topics are covered each week in afternoon registrations and in Collective Acts of Worship which may sometimes be delivered within Year groups or presented to Year groups in the Cotswold Hall. The themes of these sessions are planned to link with the spiritual focus of the week within the Academy and national events such as Children in Need and Fair Trade Fortnight. Many of these sessions are linked to the students Bishop's Awards programme which allows students to put the Academy values into action and to receive recognition for their achievements at the end of the year through Bronze, Silver and Gold awards. There will usually be more than three hundred of these awardees each year.

As well as important PSHRE topics being taught and shared through the pastoral system, some key learning is also developed across the curriculum, as happens, for example, when it is the annual National Anti-Bullying Campaign and Black History Month. At these times, the area of focus will permeate all aspects of learning in the Academy.

In line with our Academy vision to strive to 'have life in all its fullness', each student completes their Student Life Record booklet each week and this encourages them to reflect on the following: their progress in their academic learning; achievements in all fields that are curricular and extra-curricular; any areas they need to develop more fully. Students and tutors complete a summary evaluation at the end of each term to clearly identify areas of success and how the student can develop in the next period of their academic and pastoral journey.

Curriculum Plan

LIFE Curriculum: PSHRE Overview Academic Year 2021/2022

All Saints' Academy takes as its inspiration the life and teachings of Jesus. It seeks to uphold and encourage Christian values. Our LIFE Programme will not only enable us to follow Jesus' teachings, but also to 'have life in all its fullness' by reflecting on the Christian values that underpin PSHRE and Citizenship. LIFE is delivered through a planned programme of weekly sessions in tutor groups and extended collective acts of worship. These activities focus on:

- promoting equalities
- preventing and tackling discrimination and bullying
- cultural awareness
- preparing students positively for life in modern Britain
- addressing issues of exploitation and challenging extremism and radicalisation
- helping students to keep themselves healthy and safe
- providing effective and impartial careers information, education, advice and guidance.

*Where every member of our extended family realise their God-given potential, inspired by John 10:10.
Jesus said 'I have come so you may have life in all its fullness'.*

<u>Year Group and Theme</u>	<u>Term 1 Respect</u>	<u>Term 2 Justice</u>	<u>Term 3 Peace</u>	<u>Term 4 Reconcile</u>	<u>Term 5 Love</u>	<u>Term 6 Service</u>
Spiritual Focus	1. Hopes for Year 2. Life in All its Fullness 3. Care for Creation 4. Harvest 5. Black History 1 6. Black History 2 7. Care for Creation 2	1. Feast of All Saints' 2. Remembrance 3. Justice 4. World Children's Day 5. Advent 1 6. Advent 2 7. Advent 3	1. New Year, New Start 2. Peace 3. Unified in Faith 4. One Day Appearances can be deceiving 6. Who do you trust? 7. Fairtrade Week 1	1. Lent - Purpose found through preparation 2. Lent - Reconciliation 3. Are you healthy on the inside? 4. Giving 5. Prayer 6. Easter	1. Love yourself 2. Love others 3. Mental Health 4. Christian Aid 5. Ascension	1. Pentecost 2. Refugee Week 3. Service to God 4. Service to others 5. Sport 6. Rest

LIFE Focus	<ol style="list-style-type: none"> 1. British Values 2. Internet Safety 3. Climate Change 4. Stress Support 5. Careers 6. Black History 7. Black History 	<ol style="list-style-type: none"> 1. Climate Change 2. Internet Safety 3. Managing Stress 4. Careers 5. Careers 6. Black History 7. Black History 	<ol style="list-style-type: none"> 1. British Values 2. Internet Safety 3. Climate Change 4. Stress Support 5. Inclusion and Diversity 6. Inclusion and Diversity 7. Careers 	<ol style="list-style-type: none"> 1. Careers 2. Careers 3. Mental Health 4. Mental Health 5. Diversity-Gender 6. Diversity-Disability 	<ol style="list-style-type: none"> 1. Diversity- Race 2. Diversity-LGBT+ 3. County Lines 4. Mental Health 5. Environment 	<ol style="list-style-type: none"> 1. Careers 2. Careers 3. Sustainability 4. British values 5. Healthy Life 6. Enrichment
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PSHRE PROGRAMME OVERVIEW FOR EACH YEAR GROUP

Year 7: Beginning the journey	<ol style="list-style-type: none"> 1. The road ahead 2. Friendships in change 3. My morality 4. Keeping organised 5. Growth mindset 6. Respecting my body 	<ol style="list-style-type: none"> 1. E-safety 2. Resilience 3. PREVENT / BV 4. Immunisations and medicines 5. Using the right language 6. Peer pressure 7. Challenging stereotypes 8. Christmas thoughts 	<ol style="list-style-type: none"> 1. Study Skills 2. Dealing with conflicts with friends and family 3. Anti-Social Media 4. The importance of exercise 5. Time to Talk Day (MHA) 6. Types of relationship 	<ol style="list-style-type: none"> 1. Identifying stressors 2. Combatting stressors 3. Nutrition and Hydration Week 4. Dealing with an emergency 5. Weapons culture 	<ol style="list-style-type: none"> 1. On Your Feet Britain Campaign (26/04) 2. Kindness to all 3. Mental Health Awareness Week 4. Revision - the love of learning 5. Changes in your body 	<ol style="list-style-type: none"> 1. First Aid 1 2. First Aid 2 3. Service to God 4. Service to School 5. Service to the community 6. Service to you 7. Your journey review
Year 8: Who am I?	<ol style="list-style-type: none"> 1. The road ahead 2. Keeping organised 3. Growth Mindset 4. Respecting my body 5. Virtues: Responsibility 6. Virtues: Loyalty 	<ol style="list-style-type: none"> 1. Virtues: Integrity 2. Resilience 3. PREVENT / BV 4. Changes in your body 5. Virtues: moral courage 6. Risky situations 7. Peer pressure 8. Christmas thoughts 	<ol style="list-style-type: none"> 1. Gender equality 2. Body Image 3. Anti-Social Media 4. Bullying or banter? 5. Time to Talk Day (MHA) 6. Virtues: Honesty 	<ol style="list-style-type: none"> 1. Eating Disorder Awareness Week 2. Virtues: Solidarity 3. Nutrition and Hydration Week 4. Virtues: Forgiveness 5. Virtues: Tolerance 6. Virtues: Sense of humour 	<ol style="list-style-type: none"> 1. On Your Feet Britain Campaign (26/04) 2. Virtues: Worthiness 3. Mental Health Awareness Week 4. Changes in your body 5. Virtues: Curiosity of Attraction 	<ol style="list-style-type: none"> 1. Virtues: Generosity 2. Drugs in society 3. Service to God 4. Service to School 5. Service to the community 6. Service to you 7. Your journey review

Year 9: What I can do for this world	1. The road ahead 2. International day of democracy (15/09) 3. What do I deserve? 4. Party Poopers 5. Alternative Opinions 6. FGM	1. Social Media Laws 2. Resilience 3. PREVENT / BV 4. Really? 1 5. Really? 2 6. Really? 3 7. Really? 4 8. Christmas thoughts	1. Your body, your choice 2. Body Image 3. Anti-Social Media 4. Bullying or banter? 5. Time to Talk Day (MHA) 6. Risky situations	1. Eating Disorder Awareness Week 2. Weapons and gangs 3. Nutrition and Hydration Week 4. First Aid 1 5. First Aid 2 6. World conflicts	1. On Your Feet Britain Campaign (26/04) 2. Expectations of a relationship - consent 3. Mental Health Awareness Week 4. Sexual media 5. Abuse	1. Money Matters 2. Professional profiles 3. Service to God 4. Service to School 5. Service to the community 6. Service to you 7. Your journey review
Year 10: Looking for Opportunities	1. The road ahead 2. The benefits of extra-curricular 3. Self-respect (e-safety) 4. Professional profiles 5. Study skills - respecting the learning process 6. Gang behaviour	1. Drug offences 2. Resilience 3. PREVENT / BV 4. Really? 1 5. Really? 2 6. Really? 3 7. Really? 4 8. Christmas thoughts	1. Keeping a clear head (drugs/alcohol) 2. Where are you going? 3. Anti-Social Media 4. Bullying or banter? 5. Time to Talk Day (MHA) 6. Smoking behaviour	1. The freedom of failure 2. The consequence of choice 3. Nutrition and Hydration Week 4. First Aid 1 5. First Aid 2 6. Equality	1. Unhealthy Relationships 2. Healthy Relationships 3. Mental Health Awareness Week 4. Blended families 5. A career you love	1. Work experience 2. Apprenticeship options 3. Study options 4. Workplace ethics 5. Prejudice and discrimination 6. Summer enhancements (NCS, etc.) 7. Your journey review
Year 11: Going for Gold	1. The road ahead 2. Planning for success 3. National fitness day (26/09) 4. Self-respect (e-safety) 5. Study skills - respecting the learning process 6. Respecting your body - tattoos and piercings	1. Sweet Sixteen - rights and responsibilities 2. Resilience 3. PREVENT / BV 4. Political Standings - the 2022 voters! 5. Getting what you deserve - the GCSE game 6. Gender equality 7. Victim blaming 8. Christmas thoughts	1. Keeping a clear head (drugs/alcohol) 2. On your side! 3. Gender and sexuality - the language! 4. Feminism 5. Time to Talk Day (MHA) 6. The work-life balance	1. Exam Heaven 2. Mindfulness 3. Nutrition and Hydration Week 4. Identifying and combatting stressors 5. Being a good listener 6. Suicide and support	1. Relationships and sex 2. Protection from infection 3. Mental Health Awareness Week 4. Love of self 5. Love of school	Year 11 Examinations

Year 12: Purpose	1. The road ahead 2. Vision (VESPA) 3. Public image - e-safety 4. Body image - respecting yourself and others 5. Time management 6. Money Management	1. Effort (VESPA) 2. Resilience 3. PREVENT / BV 4. Gender equality 5. Driving safety 6. Employment Law 7. The right to education 8. Christmas thoughts	1. First Aid 1 2. First Aid 2 3. CV's 4. I am offended! 5. Time to Talk Day (MHA) 6. Systems (VESPA)	1. Practice (VESPA) 2. Exam Stress relief 3. Nutrition and Hydration Week 4. Mindfulness 5. Peer Pressure 6. A world in pieces?	1. Charity 2. Volunteering ideas 3. Mental Health Awareness Week 4. Relationships and Sex Attitude (VESPA) 5. Your dreams / goals -	1. Work experience 2. Apprenticeship options 3. Study options 4. Standing out in applications 5. Interview technique 6. An introduction to UCAS 7. Your journey review
Year 13: Preparation	1. The road ahead 2. Academic freedom 3. Destinations 4. UCAS - the process 5. UCAS - personal statements 6. UCAS - personal statements	1. Nightclub nightmares 2. Resilience 3. PREVENT / BV 4. Professional profiles 5. The power of adulthood 6. GDPR and you 7. Illegal behaviour 8. Christmas thoughts	1. Independent living skills 1 2. Independent living skills 2 3. Interview Technique 4. Shared Living 5. Time to Talk Day (MHA) 6. Loneliness	1. Eating Disorder Awareness Week 2. Mindfulness 3. Nutrition and Hydration Week 4. A peaceful budget 5. A world in pieces? 6. Dealing with conflict	1. Relationships and sex 2. Ask a tutor 3. Mental Health Awareness Week 4. Exam Stress Relief 5. Revision skills	Year 13 Examinations

Appendix 6

Academy Teaching Principles

All Saints' Academy Teaching Principles (ATP)		
1. Ready to Learn Expectations		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Demonstrate effective classroom management	a) experience minimal valuable lesson time wasted dealing with transitions and low-level disruption	1.7.1
b) Consistently apply Ready to Learn	b) focus on their learning free from distraction	1.7.2
c) Ensure that all students participate fully in the learning	c) engaged and thinking hard about their learning	1.7.3
d) Reinforce and reward good effort	d) understand the connection between hard work and achievement	1.2.5
e) Ask questions that engage students in learning	e) participate, ask and answer questions	1.6.4
2. Quality of Instruction (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Provide clearly defined outcomes	a) have complete clarity around what they are learning	1.2.2
b) Present new material in small, sequenced steps	b) have secure understanding before moving on	1.4.1
c) Provide scaffolds for difficult tasks	c) process the learning points they need to focus on at the right time.	1.2.4
d) Provide excellent models	d) know what success looks like	1.2.4
e) Lead students in guided practice, before moving to independent practice	e) gain confidence in achieving a high success rate before becoming self-reliant	1.2.5
3. Subject Knowledge and Mastery (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Demonstrate expertise in exam specifications	a) successful in exams	1.3.1, 1.3.2
b) Plan for and address misconceptions	b) able to overcome common misconceptions	1.5.1, 1.2.2
c) Sequence and interleave content	c) revisit material in a way that promotes long-term memory	1.4.5, 1.2.4
d) Promote and uphold high standards of literacy and oracy	d) communicate appropriately and to a high standard in a wide range of contexts	1.3.3, 1.3.4
e) Ask questions that stretch and challenge students	e) demonstrate deep understanding through high quality answers	1.6.1, 1.6.2

4. Consolidate Knowledge and Skills - Making it Stick! (referring to Knowledge Organiser)		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Use low stakes testing	a) embed learning into their long-term memories	1.6.2, 1.6.4
b) Guide students carefully as they practise new material - Conscientiously scaffold materials	b) are able to engage with new concepts, feeling supported when challenged	1.2.3
c) Provide opportunities for students to practise new skills independently	c) Build resilience and develop more depth in their knowledge which they can apply across a range of subjects.	1.2.5
d) Use a wide range of resources to engage students in embedding knowledge and skills	d) successfully understand and apply key aspects of learning	1.4.5
e) Ask questions that link with prior learning	e) are encouraged to draw from prior learning from across knowledge learning cycles	1.2.3
5. Differentiation - Adapting your teaching to meet all student needs		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Provide models for challenging tasks	a) able to succeed in challenging tasks	1.5.1
b) Pitch learning appropriately for individual learners	b) challenged to exceed expectations (all abilities)	1.5.1
c) Adapt learning as needs arise	c) supported to overcome barriers to learning	1.4.4
d) Show a deep understanding of students with diverse needs	d) make exceptional progress irrespective of their needs or background	1.5.3, 1.5.4
e) Ask questions which are pitched and directed appropriately	e) demonstrate their knowledge and understanding confidently	1.6.2, 1.6.4
6. Assessment and Feedback		Teaching Standard Reference
<i>Teachers will...</i>	<i>So that students can/are...</i>	
a) Give high quality feedback in line with Academy expectations	a) able to understand their level of achievement and know how to improve.	1.6.4
b) Use assessment to direct planning and next steps to make progress	b) fill gaps in their learning	1.4.4, 1.6.3
c) Provide opportunities for students to act upon feedback	c) make good progress in their learning	1.6.4
d) Plan and ask questions that assess student learning	d) demonstrate what they know and where there are gaps in their learning	1.6.1
e) Choose effective assessment tasks	e) apply their learning to clearly defined objectives and have clarity on what is required to succeed	1.6.2

Appendix 7

Careers Information Advice and Educational Guidance (CIAEG)

Intent

Our intent is to enable our students to engage in a range of activities that will contribute to their knowledge and understanding of careers and employment and the associated qualification pathways required. We are committed to fulfilling our statutory requirements in this area and going much further in providing exceptional support and guidance for students throughout their time with us.

We review the quality of our provision with the eight Gatsby benchmarks of Good Career Guidance.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We aim to:

- Ensure that students are employable with appropriate qualifications to meet their chosen career pathways.
- Ensure students understand the range of options at post-16 and post-18 transition stages and make appropriate choices.
- Ensure students feel supported to make appropriate choices at the transition from KS3 to KS4.
- Challenge stereotyping, promote equality and inclusion.
- Raise achievement by increasing aspiration and motivation.

Implementation

We provide specific careers lessons, which are delivered by tutors to develop knowledge and skills as students move through the Academy. We are proactive in building beneficial partnerships to support the delivery of CIAEG. We have established effective partnerships to gain access to local and national workplaces, for example: Deloitte and Wiggin PPL. We also work with GFirstLEP, MyBigCareer, TalentTap and GROWS who all contribute to the effectiveness of the programme.

Our students all have access to 1:1 support and guidance from the CIAEG Lead to help plan pathways to different career or education options. At all stages of transition (Key Stage 3, Key Stage 4 and

post-16) we offer a comprehensive support process to students and families

Additionally, we utilise experienced staff to support with 1:1 tutorials for UCAS application advice in addition to bespoke student workshops and support from the UCAS Lead. We seek to involve parents in the CIAEG programme with information events at key transition points such as KS4 Options information event, Sixth Form information event and UCAS information event.

We have allocated specific work experience slots within the timetable to enable students to experience employment without compromising their study time.

Finally, we capitalise on our partnerships to provide careers events, such as our Careers Festival, including presentations from local and national employers, training and education providers.

Impact

Feedback from Careers events such as the Virtual Careers festival indicates that students have a deeper knowledge of the world of work and are aware of the different options available at post-16. Observation of CIAEG taught sessions shows that students are now familiar with careers-related language and are confident in relating this to their own employment.

Consequently, we have supported our students in securing places at university for all of those who applied in the last two years. Moreover, our students are able to secure high levels of placements in further education, training or employment, which is currently significantly above national average levels.

Appendix 7i

Curriculum Enrichment Schedule

Activity Type	Skills developed?	Frequency	Activity	Who for?	When does it happen?	Where?	Who to contact to get involved?
Academic	PS, CR, TW	Annual	Build a radio telescope	Sixth Form	Afterschool, day/time?	Science lab?	Mr Askew and Mr Rose
Academic		Weekly	Politics and Philosophy Debating Society	Yr 10, 11, 12 and 13	Thursday Lunch time	M103	Mrs Fox, Mr Young and Mr Pinless
Academic		Weekly	Japanese and Chinese Language Club	Yr 7 to Yr 11	Thursday 3.15-4pm	B103	Mrs Zhao
Academic	CR, PS, SA, TW, L	Annual	Mini MBA	Sixth Form	Term 1 and Term 6	Cheltenham College	Miss Tuttiett with Cheltenham College
Academic	CR, PS, SA, TW, L	Annual	Young Enterprise Ten Pound Challenge	Yr 7 to Yr 9	Term 3 and Term 4	Business Department	Miss Tuttiett
Academic	CR, TW	Annual	Carnegie Award	3-5 students selected from each year group.	February- June	BG04	Mrs King
Academic	CR	Annual	Shakespeare Lecture	Sixth form/ UPA year 11	March	BG06	Mrs Battershill with Cheltenham College.
Academic	CR	Annual	Spoz Poetry	Yr 8	Autumn term	BG04	Mrs King
Academic	CR, TW, L, SA	Fortnightly	Debating club	Sixth form	Starting Sept runs fortnightly	BG06	Mrs Battershill, Mrs Fox and Mr Mortimer
Academic	CR, TW	Weekly	Creative Writing club	Yr 7	Weekly from September	BG02	Miss Rhodes
Academic	CR, SA	Annual	Cheltenham Literature Festival talks	Yr 7 and Yr 8, selected students	October	BG04	Mrs King
Academic	CR, SA	Annual	Theatre trips of studied texts	Yr 10 to Yr 13	Throughout the year as required.	BG06	Mrs Battershill and Mrs King
Academic	CR, SA	Weekly	Book club	Open to all students	Starting sept runs fortnightly	BG04	Mrs King
Academic	SA	Weekly	Law Society	Sixth Form	Friday lunch time	B203	Mrs Tai and Mrs Costello

Academic	SA	Weekly	Sociology Society debates	Sixth Form	Thursday lunch time	B203	Mrs Dunner and Mrs Costello
Academic	SA	Weekly	Psychology Society Film and Pizza	Sixth Form	One per term on Friday	B204	Miss Smith and Mrs Scott-Johnson
Academic	SA, L, TW, PS	Weekly	Health and Social Care community project team	Open to all students	Term 2	B207	Mrs Pippetdy
Academic	CR, PS	Weekly	Catering Taster sessions - learn to cook and experience Hospitality and Catering Option course	Yr 9	Week 2 Wednesday 3.10-4.20pm	CG04	Mrs Phillips
Academic	CR	Weekly	Art Club	Yr 7 and Yr 8	Once per fortnight Monday/Thursday	M203	Mrs Bayliss
Academic	CR, PS	Weekly	Computer Coding Club	Open to all students	Starting in October	BG01	Mr Saxon
Academic	CR, PS	Weekly	Computer Club	Open to all students	Every day, lunch time	CG03	Mr Cooper and Mr White
Adventure	TW, L, PS	Weekly	Combined Cadet Force - Contingent Parade	Yr 8 to Yr 13	Monday 3.10-4.45pm	Parade Ground, rear of Malvern Block	Plt Officer Baynham Williams
Adventure	CR, TW, L, PS	Termly	Combined Cadet Force - Team building and flying at RAF Brize Norton	Yr 8 to Yr 13		RAF Brize Norton	Plt Officer Baynham Williams
Adventure	CR, TW, L, PS	Annual	Combined Cadet Force - National RAF Camp	Yr 8 to Yr 13		RAF Cranwell or RAF St Mawgan	Plt Officer Baynham Williams
Health, Fitness and Wellbeing	SA	Weekly	Hand relaxation massage therapy	Yr 11	Friday lunch time	B201	Mrs Snape
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Gymnastics	Open to all students (must sign up in advance)	Monday lunch time	Gym	Mrs Hughes

Health, Fitness and Wellbeing		Weekly	Fitness Club	Yr 9 to Yr 13	Monday 3.10-4.10pm	Fitness Suite	Mr Ferguson and Mr Price
Health, Fitness and Wellbeing	CR, TW	Weekly	Football Club	Yr 7	Monday 3.10-4.10pm	Astro	Mr Pierce
Health, Fitness and Wellbeing	CR, TW	Weekly	Dance Club	Open to all students	Tuesday lunch time	Dance Studio	Mrs Minto and Mrs Hughes
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Netball Club	Open to all students	Tuesday 3.10-4.10pm	Netball courts	Mrs Minto and Mrs Hughes
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Yr 8	Tuesday 3.10-4.10pm	Astro	Mr Rollason
Health, Fitness and Wellbeing	TW, L, SA	Weekly	This girl can - Fitness Club	By invitation	Wednesday lunch time	Fitness Suite	Mrs Minto
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Rugby Club	Open to all	Wednesday 3.10-4.10pm	Field	Mr Ferguson, Mr Pierce and Mr Rollason
Health, Fitness and Wellbeing	CR, TW, PS	Weekly	Do something different!	Yr 7 to Yr 9 (must sign up in advance)	Wednesday 3.10-4.10pm	Astro	The Move More team
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Open to all girls	Wednesday 3.10-4.10pm	Astro	Mrs Mitchell
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Yr 8 boys	Tuesday 3.10-4.10pm	Astro	Mr Rollason
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Yr 9 boys	Tuesday 3.10-4.10pm	Astro	Mr Ferguson and Mr Price
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Yr 10 boys	Tuesday 3.10-4.10pm	Astro	Mr Smylie and Mr Pierce

Health, Fitness and Wellbeing	CR	Weekly	Badminton Club	Sixth Form	Friday lunch time	Sports Hall	Mrs Minto
Health, Fitness and Wellbeing	CR, TW, L	Weekly	Football Club	Yr 8 boys	Friday 3.10-4.10pm	Astro	Mr Brown
Performing Arts	CR, TW	Weekly	Choir	Open to all students	Monday 3.10-4.30pm	H201	Mr Crann
Performing Arts	CR	Weekly	Keyboard Club	Open to all students	Tuesday and Thursday 1.40-2.10pm	H201	Mr Crann
Performing Arts	CR	Weekly	Music Theory Club	Open to all students interested in GCSE or A level Music	Tuesday 1.40-2.10pm	H201	Mr Crann
Performing Arts	CR, TW, L, PS	Weekly	Technicians Make it Happen! Drama stage management, lighting and technical skills club.	Open to all students	Thursday lunch time	Drama Studio	Miss Baynham Williams and Miss Winters
Performing Arts	CR, TW, L	Weekly	Into the Woods - rehearsals	Cast	Wednesday 3.10-5pm	H201	Miss Baynham Williams and Miss Winters and Mr Crann
Performing Arts	CR, TW, L	Weekly	Into the woods - blocking rehearsal	Cast	Thursday 3.10-4pm	Drama Studio	Miss Winters
Performing Arts	CR, TW, L	Weekly	Drama Club	Open to all students	Friday lunch time	Drama Studio	Miss Baynham Williams and Miss Winters
Performing Arts	CR, TW, L	Weekly	Into the woods - whole cast rehearsal	Cast	Friday 3.10-5.10pm	Sports Hall	Miss Baynham Williams and Miss Winters and Mr Crann
Performing Arts	CR, TW, L	Weekly	Rock Band Club	Open to all students	Term 3	H201	Mr Crann
Performing Arts	CR	Termly	Live Theatre review trips	GCSE and A level Drama students	Throughout the year		Mrs Baynham Williams and Miss Winters

Performing Arts	CR	Annual	Musical Theatre Blood Brothers trip	GCSE English and Drama students	Term 2		Mrs Baynham Williams and Mr Crann
Performing Arts	CR, TW, L	Annual	Theatre practitioner workshops	Yr 12 and 13 Drama students	Term 2 and 4		Mrs Baynham Williams and Cheltenham College
Performing Arts	CR, TW	Bi-annual	Shakespeare School's Festival	Open to all students	Term 4		Mrs Baynham Williams and Miss Winters
Performing Arts	CR, TW	Annual	Voice in a million - audition to perform in the world's largest concert	Open to all students	Term 4		Mr Crann

Skill Development

We have considered the skills developed by each of the enrichment activities to help students to identify how the activity can contribute to their personal development. We have broadly classified these skills as: Teamwork (TW), Creativity (CR), Leadership (L), Social Awareness (SA), Problem Solving (PS).

Appendix 7ii

Sustainability and Climate Change

Intent

Climate change is the single greatest challenge facing the next generation and it is our duty to ensure that our students are sufficiently well educated and informed about the issues that surround it and the impact that it is having around the world.

Implementation

Students will develop a thorough understanding of climate change and sustainability through study across all curriculum areas at all Key Stages, and this will be reinforced by the Life programme.

Each tutor group elects an Eco-Representative to represent the views of the group, and

Spirituality Leaders take the lead with the stewardship of the Academy environment.

Spirituality leaders will be actively engaged in ensuring that the environment around the Academy and the local area are cared for appropriately, and the Academy will continue to work with Cheltenham Borough Council to explore sustainable transport options and examine air quality.

All Saints' Academy will be working on a two-year project with academics at the University of Bristol and the Climate Change Education Research Network as one of the pilot schools examining how this topic is delivered in schools in the United Kingdom.

Impact

All Saints' Academy has been recognised with the Eco-Schools Silver Award and is working towards Green Flag accreditation.

Students have been responsible for the improvement of the recycling facilities around the Academy and for the success in gaining the Eco Schools Silver Award.

Appendix 7iii

Cyber and Computing

Intent

Cheltenham is the centre of the UK cyber industry and All Saints' Academy is ideally positioned right next to the Golden Valley development which will provide a vast range of career opportunities to members of the local community. We have a responsibility to provide our students with the skills they need to succeed in this high-skilled area and by expanding our provision we aim to increase the diversity of those entering this industry.

Implementation

All students at Key Stage 3 now benefit from 3 hours of computing lessons per fortnight which allows for an enhanced provision and greater uptake of specialist courses at Key Stage 4 and 5. Extra-curricular activities are being coordinated through GCHQ who are keen to collaborate with us and develop our students. We capitalise on the wide range of opportunities provided by CyberFirst and develop our partnerships with world-leading companies like Microsoft and CGI so that our students have an excellent awareness of and exposure to career opportunities within Cyber industries.

Students in Key Stage 3 have the opportunity to represent the Academy in the CyberFirst girls and mixed competitions, and students in Year 9 participate in a Computing Club delivered by local STEM volunteers in collaboration with GCHQ. All students with an interest in Cyber Security have participated in the CGI Escape Experience which was hosted at the Academy for 4 weeks in 2021 summer term. Additionally, students in Year 11 and 12 were able to enrich their learning by participating in a series of personalised seminars with Microsoft and learned about recent high profile cyber-attacks.

Impact

The Academy has been recognised with the CyberFirst Bronze Award in 2020 and we are working towards the Gold Award in 2021-22.

Appendix 7iv

Sport

Intent

We aim to provide an exceptional selection of individual and team opportunities to our students to develop their skills and pursue all of the fulfilment that sport and exercise can bring. We encourage participation across all year groups and listen to our students to understand what their needs are, which results in high levels of engagement. We aim to involve our 6th form students in leading more sports activities with younger students at break, lunch and after school, developing their interests in coaching and leading further.

Implementation

We offer a variety of traditional activities during lunchtime and after school, which include; football, rugby, netball, dance, gymnastics, cricket, rounders, athletics, badminton, table tennis, fitness and basketball. Additionally we look to innovate by supporting campaigns such as 'this girl can' and recently we have won a bid to run alternative sports activities such as archery, and target games.

For football, rugby, netball, basketball, athletics, cricket and rounders we have regular fixtures against local schools and often enter the district competitions for each sport. Our students compete well in the district athletics tournament with some pupils reaching finals for each event and as a school we often end up in the top 3 schools in the district. Our most successful sport is football. We enter the National Cup competition and annually we have year group teams that progress through to the semi-finals and beyond. We also have a close link with Active Gloucestershire and enter the various competitions they have on offer each year, in the past we have participated in mountain biking, table tennis, badminton, boccia and cricket.

At the Academy we also offer our own competitions such as Sports Day and inter-house competitions for a variety of different sports. Offering these allows some students to experience a competitive situation that they otherwise wouldn't get the chance to experience.

As a consequence of the leadership opportunities we offer to 6th form, two members of the Academy have gone on to achieve their Gymnastics Level 1 coaching qualifications and help out with the school clubs. Additionally, we have various 6th formers that help to officiate Football matches.

Academy staff from beyond the PE department are encouraged to help with coaching and supporting our extra-curricular clubs. Alongside this, in the past our Year 10 students have been actively involved in leading some of our feeder schools' Sports Days and active Gloucestershire events such as Sports Hall Athletics.

Impact

Clubs are well attended in each year, with the Year 7 and Year 8 attendance highest. Netball club attracts more than 25 students in each of the lower years and more than 15 for the older year groups. For football we have more than 30 students regularly playing and more than 20 in the older years.

We are proud that our girls football club continues to grow and participation of girls in games and sport at lunch and break time demonstrates the impact of the campaigns we promote.

Appendix 7v

Performing Arts

Intent

We seek to provide a wide variety of opportunities and experiences for students to develop skills in all aspects of the performing arts, from production to performing. Any student can find a role within the performing arts and we see it as our duty help all find their place to live life in all its fullness.

We provide opportunities linked to classroom learning and away from that to establish a platform for students to demonstrate their learning and work collaboratively with peers across the age and ability spectrum.

Implementation and Impact

There are a number of clubs and activities we run as detailed below:

- Drama club - An inclusive one-hour club for students in Year 7- Year 13 that forms wider school relationship and bridges gaps between year groups. It welcomes older peer modelling of excellence and provides role model older students to lead younger students as 'Drama Captains'. They gain directorial, leadership and managerial experience of teaching whole group sessions in a time limit working towards devising and creating supporting performances for Memorial Day, Christmas and Easter concerts and services and the whole academy production. 90 students are involved across all year groups.
- Whole academy production - students across the academy from Year 7-13 are invited to audition, form the cast of and perform a professional standard production gaining experience in the professional theatre industry, strengthening their understanding of budgeting, marketing and forming a company with cast and crew to deliver a shared final goal of a show to a paying audience. 130 students are involved across all year groups.
- Technicians Make It Happen club - A small group of students from year 9-13 that have more in depth learning centred around stage management, stage lighting and set design, handling and risk assessing that form the stage crew to support the technical aspect of the whole academy production and GCSE and A Level Drama performance exams. This provides students who are less confident in acting an alternative route to get involved in the wider academy Performing Arts life.
- Shakespeare School's Festival - a group of 40 students ranging from Year 7-13 are invited to audition and be cast in a miniature professional company to perform a modernised Shakespeare play in a professional setting on stage at 'The Roses Theatre' in Tewkesbury. Students work with local primary and secondary schools to put on a festival night and represent Cheltenham and its surrounding community.
- Choir - An inclusive opportunity for all students from Year 7-13 to make new friends and to develop their singing skills and their confidence in team building and working with new people. Students have the opportunity to strengthen their appraising music reading skills using scores to prepare songs, carols or hymns to support our wider Academy services and events. Students improve their technical singing skills through regular vocal coaching.
- Rock Band hour - a lunch time open invite to any and all staff and students that play an instrument at home, have peripatetic lessons in the academy or have recently just started to come and jam with fellow peers in the practice rooms and recording studio to form a mixed year group and cross student/ staff led rock band in a professional setting.

- Keyboard club - Lunch time open invite for Key Stage 3 (KS3) students wishing to improve their keyboard playing skills, sight reading or wanting to learn a new piece. The KS3 focus encourages students considering taking Music as a GCSE to develop their confidence in their music ability moving forward.
- Music theory club - an essential weekly bridge club that offers a differentiated bespoke tutoring club ranging from a reminder of how to sight read, teaching to read music from scratch and revising key exam appraising content. This club is specifically aimed at those students hoping to take GCSE or A Level Music but needing further support to close gaps or break down sight reading boundaries.
- Individual Peripatetic Musical Instrument Lessons - students from Year 7-13 are able to book private lessons with a music tutor to learn how to play an instrument of their choice in a professional environment with a specialist trainer. The academy currently offers electric guitar, guitar, piano, keyboard, drums, brass and singing lessons.
- 'Spill the Tea' Podcast - a cross school community wide podcast that invites students from our Cheltenham Educational Partnership schools to come and host a podcast and interview inspirational guests, celebrities and aspirational icons in Cheltenham and its surrounding community. This is recorded in the Holst Recording Suite by the Performing Arts Faculty and students from Year 7-13 are invited to act as lead podcast hosts to run the recording and lead the interview for that session. This provides students with broadcasting, communication and networking experience in a professional recording studio whilst updating their future career interests with fortnightly guests.

Appendix 8

Academy Partnerships

Cheltenham Educational Partnership (CEP)

Intent

To encourage Cheltenham schools, colleges, universities and other educational sectors to have life in all its fullness for the benefit of young people and the surrounding community. We aim to foster social cohesiveness and expand the horizons of young people in Cheltenham. Our involvement in the partnership reaches out to young people with potential regardless of their social, economic or educational background.

Implementation

We are founder members of CEP and play a role in devising, leading and participating in a wide range of initiatives. Some of these are included below.

Spill the Tea is a mixed school student led Podcast hosted by students from each of our partnership schools. Career aspirations are raised through the interviewing of inspirational figures in the community and successful people from a variety of industries.

Manifesto for Change is a student led initiative where a champion group of students from each school shares their views on what needs to change in education to improve their learning opportunities further. They have focused on putting their progress at the centre of the pandemic and are delivering their final manifesto for a positive change in education at the Cheltenham Literature Festival on the Voicebox open stage in 2021.

Thread count matters is an eco-campaign to remove fast fashion from communities and to improve each school's individual sustainability.

The United Nations Climate Change Conference of the Parties (COP 28) has provided a focus for our cross-school campaign offering students the opportunity to voice their vision of how we can support impact positively to limit climate change and safeguard the planet.

Parenting mental health webinars is a community and UK registered charity that helps parents who are supporting young people with mental health issues. Parents are invited to join webinars in which Suzanne Alderson shares her supportive approaches and takes questions.

Laptops for Learning is a collaborative campaign with Cheltenham Borough Council to ensure that 'No child is left behind' in their learning by providing laptops and technical support to strengthen their accessibility to educational activities.

Through the eyes of Cheltenham Art exhibition is a cross community competition to submit student photographs of Cheltenham "through their eyes," celebrating their community.

Additionally, we engage with specialist networking and CPD events. These allow our subject leaders to collaborate to share practice, methods and expertise with fellow local leaders.

Impact

Our involvement in the partnership has enabled students to widen their networking experience and benefit from working with a wide range of educational leaders, community leaders and specialists within a wide variety of fields from in and around Cheltenham.

Opportunities for professional development for education professionals in partner schools are enhanced within the scope of partnership activities. We now have helped to establish a culture and expectation within partner organisations of co-operation and that has developed for the benefit of all young people in Cheltenham.