



“To create a unique, outstanding, vibrant learning community; a place of learning excellence for everyone”

At the heart of the Hayle Academy’s high-quality curriculum is the firm belief that every student within our community is entitled to an ambitious education that is deeply rooted in creativity, discovery and wonder with high expectations and aspirations for all.

We ensure that students experience a broad, balanced and progressive curriculum that provides breadth of learning opportunities for academic and personal development whilst building on students’ prior knowledge, enabling them to make connections between their learning, their local, national and international contexts and viewpoints.

Our aim is to instill a love of learning, that empowers students to become lifelong learners, as Hayle Academy is the platform for their future success. Students will leave Hayle Academy having realised their full potential with the knowledge, skills and understanding to enable them to be the best they can be.

In order to remedy any impact on learning as a result of the two national lockdowns and partial closure of Hayle Academy from March to July 2020 and January to March 2021, our curriculum has been reviewed and revised accordingly in order to respond to the needs of our students.

Our student-centered recovery curriculum is the foundation to achieving our core principles, which remain unchanged despite the pandemic. These are that:

- Students leave Hayle Academy with high value achievements and qualifications as well as the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly-effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole-school culture of, and commitment to, creativity, engagement and professionalism.

Our recovery planning has at its heart, the following principles:

- That all students are entitled to a broad and balanced curriculum and that this will only be narrowed for individual students in the most exceptional circumstances. All students are therefore expected to continue to experience our full curriculum programmes, including our students who will be awarded their final qualifications in summer 2021 and whose qualifications have not been restricted. To ensure that all Key Stage Three students fully cover at least the National Curriculum, the opportunity to select creative options for Year 9 - which took place for the first time in Spring 2020 – will not be available.
- That remote ‘home’ learning and online learning opportunities are exploited to support the learning which takes place during the school day. The growth in the effectiveness in use of Google Classroom and Google Meets enables all students to access online ‘face to face’ live teaching episodes per lesson, which was central to our teaching delivery during the second national lockdown, allowing the curriculum and individual student’s timetable to be maintained. Accompanying this provision, the planning carefully selects and draws upon quality assured online resources and materials, such as Hegarty Maths and Oak Academy, where these provide valuable and purposeful supplemental teaching.
- That recovery curriculum planning is based on accurate diagnosis of specific gaps and misconceptions which enables incisive targeted first teaching and additional intervention where appropriate. It will not be based on assumptions, but will be evidence-led and individualised.
- That assessment of gaps and misconceptions will be achieved through regular low-stakes testing, enabling curriculum modification to be astutely aligned with students’ learning need, as well as through a range of high-quality questioning opportunities.

- That quality first teaching in 'normal' lesson time is the primary route to remedy any specific gaps and misconceptions in key knowledge. Teachers will continue to informally assess what children know and can do and tailor their planning and teaching accordingly. Additional, supplementary teaching and/ or other targeted approaches will be provided for students whose progress has been more significantly impeded through the lockdowns for a variety of reasons.
- That the continuity of learning is fundamental to recovery. Therefore, supporting high attendance and minimising any further disruption to education due to periods of self-isolation for individuals or cohorts is crucial to recovery and secured through our contingency planning.
- That, where a need is identified and where appropriate, students will be taught crucial knowledge which is not yet embedded from prior key stages.
- That central to learning are positive, respectful relationships with peers and staff and personal development. Therefore, our personal development programme is key to our recovery curriculum.
- That the postponement of extracurricular provision will be in place for a short a time as possible and that provision will resume as soon as it is safe and appropriate to do so.
- That practical learning in Science, Art, Music, DT, Computer Science, PE and Drama are an essential component of our curriculum and can resume once it is safe to do so with careful risk assessment procedures in place for each subject.
- That curriculum leaders and teachers are given time to review, evaluate and revise their curriculum plans. Cohort plans for each subject and each year group are in place to outline and rationalise how the curriculum plans have been reviewed and amended, including consideration of information received from awarding bodies. This will ensure that our recovery plans are impacting positively on learning and progress.
- That we will as a school community promote positivity in language using the following vocabulary wherever possible with our students and families to support their wellbeing: reconnect, supporting each other, working together, seizing opportunities, moving forward together, opportunity and innovation, engaging with our community, bringing solutions. We will, therefore, use the following language with caution: loss of learning, falling behind, narrowing the Covid gap, everyone needs to catch up.

Students will experience breadth of learning

Our curriculum provides all students with a range of learning opportunities through a carefully selected range of rich and vibrant subjects that reflects the locality of our community and meets the needs of our students. Through our knowledge based curriculum as well as our personal development opportunities, students will acquire the skills and attributes they need to develop themselves as a whole person and the sense of where they belong in the world. We passionately believe in broadening our students' cultural capital in order to show them the limitless possibilities of our diverse world and how this links to them as members of a rural, coastal community in West Cornwall.

- Students study a broad range of subjects within the curriculum: English, Maths, Science, Computer Science, Spanish, Geography, History, Music, Performing Arts, Art, Design Technology, Physical Education, Global Values (RSE, PSHE, RE, British Values). All Key Stage Three students continue to study these subjects and Key Stage Four students continue to study their chosen pathway; we have not narrowed the curriculum during our re-openings following our partial school closures.
- The curriculum at Key Stage Three is as at least as good as the National Curriculum and ensures that the key skills and understanding for students in Years 7, 8 and 9 is secure.
- Retrieval and recall have been fully embedded within our subject curriculums to support students so that they can know more and remember more. Our knowledge organisers for each topic in each subject for each year group supports students with this. Key themes are woven through the curriculum pathway to support students to make links within and between subject areas.
- Our curriculum offer at Key Stage Four is enhanced through the provision of additional subject choices, including Travel and Tourism, Child Development, Music Technology, Hospitality and Catering, Sport and Film Studies.

- A range of qualifications are available for our Key Stage Four students that include both GCSE and BTEC pathways, which are carefully tailored to meet the needs of the individual student.
- Our extra-curricular activity offer will provide students with enriched opportunities to experience different learning contexts. This includes a broadening of the arts provision; outdoor experiences, such as our popular Duke of Edinburgh awards scheme, as well as sporting and team work opportunities. Although extra-curricular opportunities in some areas, including our Duke of Edinburgh award schemes, are unable to continue at this time, we will resume our full programme when possible and safe to do so, including in line with sporting regulatory body guidelines.

Students will receive personalised learning

- During September 2020 and April 2021, following the two periods of the school's partial closure, we carefully diagnosed any gaps in students' knowledge and misconceptions which had arisen as a result of the lockdowns. Diagnosis and assessment of gaps and misconceptions was achieved through 'low stakes' assessment as well as high-quality questioning: core knowledge is revisited when appropriate.
- In response, the curriculum has been adapted so that 'quality-first' teaching forms the foundation of our recovery programme as a universal offer for all students. This is supplemented by additional catch up provision which is available through study support after-school tutorials and during additional targeted intervention.
- Hayle Academy's most able students have access to bespoke, planned opportunities to broaden and extend their learning and experiences across the five year learning pathway, including a focus on possible careers and post-16 education.
- Our highly-skilled SEND and pastoral teams provide individualised support, personalised and proportionate to the students' needs, to support students with specific needs and challenges to access the curriculum provision.
- Literacy development underpins our curriculum and is explicitly woven into all subject areas with a particular focus on the development of reading skills through study of and exposure to high-quality reading texts as well as the promotion of a lifelong love of reading. This is further supported through our tutor programme with planned opportunities for whole-class reading of a set text at Key Stage Three and the selection of literacy focused texts for Key Stage Four. Regular opportunities for students to read, with built-in opportunities as part of the subject based curriculum as well as the tutor time sessions, is highly valued as a way to reinvigorate students' love of reading combined with the development of the library Google Classrooms and the staff audio recording of a student-chosen text accessible during the second lockdown. Student access to reading remotely is being supported through the imminent launch of 'Borrowbox' in partnership with the county library service. A common approach to the language used by staff to reading skills is supported through the introduction of our 'VIPERS' approach, which supports student transition from Key Stage Two.
- Alongside this, there are planned and regular opportunities to develop students' exposure to and acquisition of a broad and ambitious vocabulary through the planned subject-based focus on tier 2 and 3 vocabulary, which is supported through our whole-school 'Word of the Week', that was again maintained through lockdown two via our social media platforms and tutor time. The choice of focus on reading is responsive to the needs of our students.
- Students who arrive at Hayle Academy with below expected literacy and numeracy skills are supported to catch up through expert teaching and incisive intervention, which includes our Lexia PowerUp programme.

Students will develop their learning skills, confidence and aspiration

- Our commitment to our highest standards of learning behaviour and conduct supports all students in becoming effective learners and outstanding citizens that our community can be proud of.
- All students will participate in a daily tutor programme, which supports the development of the following: students' social and life skills; character qualities and attributes, including kindness and resilience; an understanding of the world we live in through discussion of local, national and international issues, and how their actions can affect others. Our tutor team are the trusted key adults for our students and they

are their tutees' first point of contact in school life. This team can support and guide to help to ensure that every Hayle Academy student can be the best they can be.

- All students and staff belong to our exciting and growing House System that was launched in September 2020. The House System provides opportunities for students to demonstrate the four key pillars of resilience, kindness, positivity and respect. Participation in the House System, gives a sense of belonging to the whole school community as well as a team-identity with opportunities for leadership, competition and a taste of success.
- Students are guided in techniques and strategies which will help them to memorise knowledge and deepen their understanding with increased confidence and independence. Fundamental to our recovery curriculum is a focus on retrieval strategies through our retrieval policy, that help students to reactivate their prior learning. These are delivered through the curriculum in line with the findings of evidence-based practice, such as the findings of the Education Endowment Foundation. A focus on metacognition strategies is developing and is an area of further growth for us.
- The tutor programmes and assemblies have been adapted in response to the lockdowns to ensure students have opportunities to share, connect and reflect on their experiences and to make sense of their responsibilities and role in the community. This was maintained during the second lockdown because a daily 'live' tutor time Google Meet took place as part of the timetabled day as well as through the weekly SLT videoed assemblies.

Students will thrive academically and develop as future citizens with broad, aspirational horizons

- Not only is Global Values taught as a discrete subject, but it is also developed across the subject curriculums and through the tutor programme. PSHE, SMSC and British Values are championed through Global Values as well as across the whole school. Students have regular opportunities across their five year learning pathway to develop not just academically, but as a whole, preparing them for life in our modern-day world. Wherever possible, connections are made with local and national businesses and speakers.
- The PSHE and SMSC aspects of our Global Values curriculum have been adapted in response to the lockdowns to ensure personal development is central to our provision. Students are supported to view the 'bigger picture' and understand that learning is linked to their real world and experiences. The Pegasus Project is one bespoke programme that helps to supplement this focus for a carefully selected group of Year 8 students in response to a specific need and draws upon a range of outdoor learning experiences to help these students as part of our recovery planning.
- A core focus of our recovery provision at Hayle Academy is to ensure students have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby benchmarks. This is supported through focused career sessions, including 'future proofing' weekly activities in Key Stage Four tutor time and the Global Values curriculum. Over the course of five years, students receive a rigorous and bespoke aspirations programme that exposes our students to a range of voices and experiences. During the lockdown, Key Stage Four students were encouraged to access post-16 education providers virtual events and open days and had the opportunity to work with Next Steps South West. Missed career education opportunities have been mitigated by enhancing and adapting our careers education programme, including through the provision of virtual work experience that enabled students to access and work with both regional and national companies.

Equality and Inclusivity

Our inclusive curriculum ensures that every child, regardless of starting point, income, disability or disadvantage, makes outstanding progress and achieves their full potential. This is key to our commitment that every child receives the highest quality of education. Any inequality from whatever cause, is challenged, repaired and students educated through a restorative approach. Drawing on our highly trained staff team and their expertise, we pride ourselves on the building of relationships that supports the mental health of all our students. Students with SEND, those who are disadvantaged by poverty and our most vulnerable learners – for who the gaps in learning and misconceptions are most significant – will be supported to catch up on any lost learning through quality first teaching and a sustained programme of catch up provision.