



FORMAL CURRICULUM

2026 - 2028

Salterns Academy Trust Quality of Education Statement

At Salterns Academy Trust every child will experience a curriculum that is aspirational and inclusive and promotes success for all. Rooted in a strong sense of belonging and through memorable broad experiences, they are nurtured to know themselves well and are respectful, open minded and emotionally literate young people ready to take on the world beyond school.

The curriculum will;

- Be values driven
- Foster a love of learning
- Encourage curiosity
- Challenge their thinking and promote diversity
- Develop cultural capital
- Provide equity of opportunity

They will be resilient, innovative and independent young people, sensible risk takers who will grasp opportunities and strive to be the best versions of themselves both within their communities and in the wider world.

ALNS Curriculum Aims

1. **Successful Learners:** We want all our students to feel successful in their learning and to understand how they learn best to help them achieve well within school but also in whatever they do after they have left school.
2. **Confident Individuals:** Students who feel successful and will continually improving in all the subjects they study, and as a person will grow in confidence and be ready to take on whatever the future holds.
3. **Responsible Citizens:** We want our students to develop a keen understanding of the world in which they live and to develop the personal and moral values to help them take their place in society that informed citizens who both show respect and are respected by others.

ALNS Intent

At ALNS we design our curriculum to enrich students learning through memorable experiences and activities that inspire the imagination, create curiosity and actively promote a sense of awe and wonder throughout the curriculum.

To aid students' development of knowledge and understanding we make learning experiences relevant to real life, their own experiences and to what is happening in the world around them today. We recognise that successful learners need a deep comprehension of a wide and rich vocabulary so throughout the curriculum we progressively develop literacy, actively seeking opportunities to encourage reading in all its forms and cohesively building students' abilities to both understand and use their growing vocabulary.

In designing how subjects are delivered we interleave the learning to help students build the links they need in their memory for knowledge acquisition and understanding. Opportunities are sought across the curriculum to develop common skills such as; literacy, numeracy and problem solving, explicitly supporting students in building connections between their current knowledge and new learning.



Curriculum Organisation

On entry in Year 7, students are placed in teaching groups and will study most subjects with their teaching group. In Mathematics and Science, however, students are grouped according to their achievement at the end of Key Stage 2.

In subsequent years, some subjects, for example English, continue to be taught in mixed ability groups but some subjects will group students according to their achievement. This enables the school to best meet the needs of individual students. Setting is continually reviewed to ensure students remain in an appropriate group to achieve their full potential.

As part of our ongoing commitment to narrowing attainment gaps, we are also trialling a model in Key Stage 3 where a small number of teaching groups in Years 7, 8 and 9 include a higher proportion of disadvantaged students. These groups are taught by some of our most experienced and highly effective teachers, ensuring that students consistently experience strong routines, clear explanations and high-quality instruction.

A small proportion of the curriculum is delivered outside the usual framework of traditional lessons so that students have the opportunity to learn as individuals and in a variety of group situations. These are referred to as Personal Development days with 5 scheduled over the academic year.

Students are taught in Year groups by age and follow the National Curriculum. The taught time is organised into a 60 period, 2-week timetable. Each of the 50 periods over the two weeks is 50 minutes long. Most lessons will be double lessons so learning is deliberately organised into 100 minute lessons to allow for deeper learning.

At Key Stage 4 most students study the English Baccalaureate. This ensures students study a broad academic range of subjects that keeps their options open for future education and careers.

Key Stage 4 Options subjects include:





Time allocated to subjects (Years 7, 8 and 9):

(All numbers are number of 50min lessons per fortnight)

Subject	Year 7	Year 8	Year 9
English	9	9	9
Maths	9	9	9
Science	9	9	9
Languages	6	6	6
Geography	4	4	4
History	4	4	4
RE	2	2	2
Drama	2	2	2
IT	2	2	2
Music	2	2	2
PE/Movement	4	4	4
Design	5	5	5
Personal Development, Religious Education/PSHEE/AF	2	2	2

Typically a Year 10/11 ALNS student would study the following qualifications:

- English Language
- English Literature
- Maths
- Science (Combined or Separate)
- Languages (French/German)
- History or Geography
- Option 1
- Option 2
- Creativity Option (**Year 11 only**)

**In Year 11, most students will study for 10 qualifications.
In Year 10, most students will study for 9 qualifications.**

Time allocated to subjects (Years 10 and 11):

(All numbers are number of 50min lessons per fortnight)

Subject	Year 10	Year 11
English	10	9
Maths	10	9
Science	10	9
Languages	6	6
Humanities (Geography or History)	6	6
Personal Development, Religious Education/PSHEE/AF	2	2
Core PE	4	4
Option Block 1	6	5
Option Block 2	6	5
Creativity	0	5



