



**DIXONS
FAZAKERLEY**
ACADEMY

Curriculum Intent

Determination Integrity Respect

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Our context at Dixons Fazakerley

At Dixons Fazakerley we have many minds but one mission: to ensure all students succeed at university, or a real alternative, thrive in a rewarding career and have a happy and purposeful life. Our mission is underpinned by our three core values (determination, integrity and respect) and by our three drivers (mastery, autonomy and purpose).

Dixons Fazakerley Academy serves approximately 850 students and is growing in popularity each year; in 2022, 160 students left Dixons Fazakerley with 195 joining in Year 7.

We recognise and are proud of the role our curriculum plays in ensuring students at Dixons Fazakerley Academy are getting a better deal and equipping them with the knowledge, behaviours and attitudes they require to succeed here and now and long into their future.

Dixons Fazakerley Academy opened in September 2021 following the Inadequate inspection judgement given to Fazakerley High School in October 2019. Within the local area our students and their families face a multitude of challenges with people in the wards we primarily serve (Fazakerley, Croxteth and Norris Green) having, on average, a lower life expectancy, lower earnings and being more likely to live in relative or absolute low-income households.

Education is crucial to securing social justice for our students as they are growing up in a ward with an unemployment rate of 8.3% versus a national average of 5.8%. Furthermore, young person unemployment is nearly double the national average with Fazakerley seeing 11.8% of young people claiming unemployment support versus the national average of 6%. As a result, we know just how crucial it is that our students gain the knowledge, behaviours and cultural capital needed to gain the opportunities a rewarding career brings.

Growing up in and around Fazakerley means our students face the challenge of growing up in an area with higher crime rates than the national average; 120 per 100,000 people as opposed to a national average of 84. Furthermore, within Liverpool, rates of crime in Fazakerley see the ward in the top third for crime overall and for violence with injury. Another challenge our students face is related to the health of those who live in the ward, Fazakerley has the second highest rate of admissions to hospital as a result of selfharm in the city and we are seeing an increase in these behaviours in school age children as well. As a result, our personal development curriculum seeks to respond to these challenges ensuring our students are able to navigate them with knowledge and resilience.

Ultimately our curriculum encompasses many strands, including our core academic curriculum, our culture curriculum, our reading curriculum, our careers curriculum and The MAP but it remains one curriculum in that it is underpinned by common principles and features.

Dixons Fazakerley Curriculum Intent

As a Dixons academy, our curriculum is aligned to a common set of Trust-wide principles which are underpinned by our mission to challenge educational and social disadvantage in the North and in the north of Liverpool, in particular. We believe all students are entitled to an ambitious, knowledge-rich curriculum which will open doors and maximise life chances.

At Dixons Fazakerley Academy, we challenge social inequality by instilling shared powerful knowledge through an academic curriculum which is broad and balanced. Each subject specifies, in detail, the knowledge (both substantive and procedural) students will remember, underpinned by the National Curriculum and wider subject domains. As such, in each discipline, students are prepared for national assessments, and even more importantly, acquire knowledge from across numerous disciplines and domains in order to build a wider cultural capital.

We have considered the knowledge and skills we want our students to have mastered in each academic field so that they achieve our aspirational mission of ‘succeeding at university, or a real alternative, thriving in a rewarding career and having a purposeful and happy life.’ High-quality subject specialists then plan backwards from this end point to intelligently sequence the curriculum so that each phase builds on what has come before and prepares for what comes after. It is this careful and meticulous consideration of what students learn and in what order that provides the richest narrative possible for our students.

Our curriculum is informed by the latest evidential research from cognitive science about memory, forgetting and practice in order to help students remember more, and apply, the best of what has been thought and said. By recognising our curriculum is the progression model, we make knowledge stick so that it can be flexibly applied in a variety of different contexts and situations.

In Key Stage 3, students benefit from schemes planned, resourced and delivered by subject specialists. This serves to develop fundamental knowledge learnt during their primary education and to build schemas in our students’ minds. During this phase, we enable pupils to begin to think more coherently, critically and creatively.

Our curriculum is designed to be as broad as possible for as long as possible so that all students can continue to engage with ‘the best that has been thought and said’. This means they acquire powerful knowledge that builds wider cultural capital. Our curriculum is also designed to prepare students for success in high currency qualifications which will ultimately improve their life chances. Our GCSE offer is broad and balanced with a strong core in the EBacc - English, mathematics, science, French or Spanish and history or geography. All students also study GCSE RE and can choose two further options from a range of high value subjects such as: computing, art and design, music, design & technology and PE. It is this balance, of examination preparation coupled with teaching to the domain, which will equip our students to not only compete nationally but, more importantly, take their place at the table of power and be empowered to change and develop our world for the better.



At Dixons Fazakerley Academy, we teach our students powerful knowledge so that they can understand and interpret the world and to think in new and unexpected ways. We also recognise that alongside powerful substantive knowledge our students need the disciplinary knowledge they require to help shape the domains and disciplines they are studying. We seek to empower our students by providing them with a curriculum that will enable them to be successful academics and scholars long after they leave us here in Fazakerley.

The DFA Curriculum as a whole and within each subject is characterised by the following principles and golden threads:

Our curriculum:

- has powerful knowledge at its heart;
- is sequenced in such a way that students are able to build a strong schema – linking prior knowledge to new;
- promotes the teaching of reading and academic vocabulary in every subject;
- equips our students with the cultural capital to be successful by exposing them to knowledge and worlds beyond their lived experiences;
- actively seeks to tell the story of the marginalised;
- promotes authentic links between different subjects.

As a result our aim is to develop young people:

- who are not disadvantaged by the social context in which they live;
- who are able to use the powerful knowledge they have gained to ensure all the opportunities of the modern world are open to them;
- who possess a lifelong love of reading;
- who are ambitious and have the work ethic, resilience and confidence to secure a rewarding and purposeful career;
- who are respectful, empathetic and curious when it comes to the values, beliefs and culture of others;
- who are informed about and understand the importance of values, rights and responsibilities in Britain.

One Curriculum

At Dixons Fazakerley Academy, we view all aspects of our curriculum as interlinked and interrelated. In short, we have one curriculum. Our one curriculum is made up of five pillars:

- Academic curriculum – the powerful knowledge of each subject discipline, which is underpinned by ‘Rigorous Reading’
- Careers curriculum – preparation for the world of work
- PDS curriculum – all aspects of social, emotional, moral, spiritual and cultural personal development
- Extra-curricular curriculum – opportunities to extend learning beyond the academic curriculum and to take part in a range of activities
- Behaviour curriculum – explicitly teaching our students the behaviours that will enable them to be successful in life

Curriculum Principles

Our Curriculum:

Has powerful knowledge at its heart

Powerful knowledge is the best that is thought and said and is the entitlement of all, regardless of background. It is cognitively superior to everyday knowledge, transcending and liberating students from their everyday lives. At Dixons Fazakerley Academy we believe that powerful knowledge is the vehicle through which social mobility and justice is most likely to be achieved. It empowers young people and through the acquisition of powerful knowledge their life chances are maximised. Children need powerful knowledge to understand and interpret the world because without it they remain dependent upon those who have it.

Our curriculum is designed to be remembered in detail, and is led by, collaborated on, and delivered by high-quality subject specialists. By exposing our students to powerful knowledge in every lesson, they build their cultural capital and become informed citizens who can help shape the world.

Is sequenced in such a way that students are able to build a strong schema – linking prior knowledge to new

At Dixons Fazakerley Academy we recognise the importance of new knowledge sticking to existing knowledge and that something is only learnt if there is a lasting change in capabilities or understanding. Our curriculum is planned vertically and horizontally prioritising the optimum knowledge sequence for building secure schema. Students’ schema is developed over time by effectively sequencing the powerful knowledge so that, as they encounter new learning, their existing schemas are revised and restructured to accommodate new learning. As a result, students’ understanding becomes increasingly sophisticated.



Our knowledge-rich curriculum is underpinned by learning from cognitive science about memory, forgetting and the power of retrieval practice. There are regular opportunities to retrieve prior knowledge in lessons and at each phase our responsive curriculum focuses on closing gaps and early intervention.

Promotes the teaching of reading and academic vocabulary in every subject

We believe that every teacher is a teacher of reading. Therefore, we have an agreed whole-school approach to reading in the classroom, which is evidence-informed and based on best practice from within our Trust and beyond. Our 'Rigorous Reading' approach provides the framework from which teachers support students with reading in every classroom. The 'Rigorous Reading' approach consists of four sections: activate prior knowledge, explicit vocabulary instruction, layered reading and comprehension checks.

Every time we read in class, we use the 'Rigorous Reading' approach. Underpinning this is a carefully planned and sequenced text-rich curriculum with agreed discipline-specific vocabulary delivered through Frayer models in every lesson. Moreover, every student is supported to read by first hearing the teacher model fluent, expressive reading before then reading the text themselves and completing comprehension checks. This ensures every student can both decode and comprehend the powerful knowledge within our classrooms.

For our most vulnerable readers in Year 7, we offer a bespoke pathway in the English curriculum. This involves rapid systematic synthetic phonics interventions followed by 'The Faster Read' programme, which challenges students to read two novels back-to-back with focused development of reading skills. Students are then supported with further development of their reading skills – both decoding and comprehension – which will enable them to access the wider school curriculum.

Equips our students with the cultural capital to be successful by exposing them to knowledge and worlds beyond their lived experiences

At Dixons Fazakerley Academy, we strive to empower our students with the powerful knowledge and cultural capital that broadens their understanding of the world whilst also appreciating the value of our local context. Each subject's curriculum has been rigorously debated and designed to help students develop cultural capital and powerful knowledge which go beyond their lived experiences.

As part of our 'one curriculum' vision, we equip students with cultural capital through each element of our curriculum and the different elements complement one another. For example, our 'MAP' programme provides students with a range of opportunities and experiences that go beyond the academic curriculum, both complementing what is taught in the classroom and exposing them to additional opportunities.

Actively seeks to tell the story of the marginalised

At Dixons Fazakerley, we know that everyone is entitled to powerful knowledge. As Young says, 'we grasp it through hard work, it takes us beyond our everyday experiences and is the best truth that can be known' (Young et al, 2014). Powerful knowledge is the best that has been thought and said. It is distinct from everyday knowledge. It is subject specific. Importantly however, it is never fixed. It enjoys challenge and is in a constant state of refinement.



Who decides what powerful knowledge is, and whether this is acceptable, is an essential part of curriculum discussions at Dixons Fazakerley. To allow one person, or one group of people, to decide what constitutes powerful knowledge runs the risk of excluding components of knowledge that for some people are indisputably powerful. It is crucial that, in our commitment to delivering powerful knowledge, we also commit to delivering knowledge that embodies diversity in all its forms.

To achieve this at Dixons Fazakerley, the content of what we teach is frequently discussed, dissected and debated within subject cross-cutting teams encompassing Dixons Academies Trust. This provides a vehicle by which different perspectives and opinions can be shared and agreed. Each department considers the best methods of delivering powerful knowledge so we avoid a singular narrative, ensuring that a diverse range of voices can be heard.

Promotes authentic links between subjects

At Dixons Fazakerley, Heads of Faculty have worked together to identify authentic and meaningful cross-curricular links so that the development of student's schema is optimised. This ensures consistency in approach, as exemplified by the teaching of mathematical concepts in Science. Our one curriculum vision enables students at Dixons Fazakerley to recognise how the different threads complement one and other and develop a coherent understanding. For example, the MAP extra-curricular programme provides students with the opportunities to see how the concepts that are studied in their discrete subjects are applied across various contexts.



Reading Curriculum

At Dixons Fazakerley Academy we recognise that students' ability to read is foundational to their success in all academic disciplines and in wider life. It is an entitlement for every student. We have a multi-faceted approach to reading, which includes the following strands:

- Rapid and systematic intervention for struggling readers
- Whole-school approaches to reading in the classroom
- Building reading habits and reading for pleasure

Every student that joins Dixons Fazakerley Academy completes a reading age test that identifies their chronological reading age. This data is then triangulated with a further, bespoke reading assessment to identify the specific reading needs of that individual student. We then intervene systematically with our struggling readers through two approaches: systematic synthetic phonics interventions and programmes that develop students' comprehension skills. The systematic synthetic phonics programmes that we use include Lexonik Leap and Lexonik Advance. Our primary approach to develop students' comprehension skills in intervention contexts is through the 'Faster Read' programme which is delivered by subject specialists. This approach to intervention is complemented by our bespoke reading curriculum for struggling readers, which is delivered in Cycle One of Year 7, and our tiered approach to our daily DEAR (Drop Everything And Read) sessions.

We believe that every teacher is a teacher of reading. Therefore, we have an agreed whole-school approach to reading in the classroom, which is evidence-informed and based on best practice from within our Trust and beyond. Our 'Rigorous Reading' approach provides the framework from which teachers support students with reading in every classroom. The 'Rigorous Reading' approach consists of four sections: activate prior knowledge, explicit vocabulary instruction, layered reading and comprehension checks.

Every time we read in class, we use the 'Rigorous Reading' approach. Underpinning this is a carefully planned and sequenced text-rich curriculum with agreed discipline-specific vocabulary delivered through Frayer models in every lesson. Moreover, every student is supported to read by first hearing the teacher model fluent, expressive reading before then reading the text themselves and completing comprehension checks. This ensures every student can both decode and comprehend the powerful knowledge within our classrooms.

The final strand of our approach to reading is focused on building effective reading habits and promoting reading for pleasure. Our daily DEAR programme is a three-tiered programme that offers rapid intervention for struggling readers, a reading development programme for students who have been identified as needing further support with phonics or comprehension skill development, and, finally, our 'DFA canon' of texts that are delivered through teacher read aloud during DEAR. In addition to DEAR, students are encouraged to read for pleasure through access to our school library, our subject specific reading lists, our 'Starbooks' book club, and the reading challenge in our 'MAP' offer for students. Finally,

we offer frequent opportunities and challenges for reading throughout the year such as the Carnegie book award and poetry slams.

Behaviour Curriculum

At Dixons Fazakerley we develop character by explicitly teaching students the behaviours and attitudes we know they will need to thrive in modern society. We want our students to grow up and demonstrate the core values of determination, integrity and respect whilst also nurturing their understanding of the drivers of intrinsic motivation which we believe to be mastery, autonomy and purpose.

We want our students to learn the habits and routines that will enable them to become effective learners and positive contributors to society. Finally, we teach our students this behaviour curriculum so that they are best equipped to secure a rewarding career and to live happy, purposeful lives.

We expect all of our staff to teach this curriculum and for all of our students to learn it. We support each other in building a warm, focused and friendly school by teaching this curriculum consistently in all we do; as we know, every interaction counts.

Finally, whilst we want every child to develop these effective and life-enhancing habits, routines and behaviours we recognise some adaptations may need to be made. Cold call, for example, will need to be done sensitively and with a clear understanding of the student in front of us and this applies to all aspects of the behaviour curriculum. As such, our curriculum will be adapted where appropriate in light of specific and additional needs.

Personal Development Studies Curriculum

By the end of their education at Dixons Fazakerley, all students will be able to articulate how to be safe and healthy; how to manage their academic, personal and social lives in a positive way; and understand the increasingly complex world we live in and the positive and exciting opportunities it offers, but also the challenges and risks it poses.

In order to achieve a true understanding of Personal Development Studies, all topics are intelligently sequenced. At all times, we ensure that the curriculum is age appropriate for our students, and the context of the year group. We ensure that the curriculum is responsive to students' needs, keeping the curriculum 'live' ensuring that it can adapt and be changed in line with our ever-changing social and academic environment. Revisiting topics through the year groups ensures that content is always up to date, and relevant to the age range.

We fully believe Personal Development Studies can contribute to the personal development of students at DFA. It is designed to support the wider work of the academy in helping foster student wellbeing and

developing resilience and character. It aims to provide students with the motivation to stick to tasks that will help them achieve goals, even when the reward may be distant or uncertain and to recover from challenging periods in their lives. In addition, we intend to help students develop personal attributes including determination, integrity, respect, kindness, generosity and honesty.

Throughout the Personal Development Studies curriculum, opportunities are built in to make links to the world of work to enhance the careers information, advice and guidance that students are exposed to. For example, studies will be taught about a variety of career pathways and gain a sense of what the world of work is actually like. We ensure that students are used to professional language by always modelling and encouraging formal terms in all the topics covered. Expectations for making applications for education and employment are modelled and practiced. In addition, when discussing any topic correct terminology is explored and used so students feel confident using this rather than colloquial terms.

Extra-Curricular Curriculum

Our extra-curricular offer is comprised of: an intelligently sequenced programme of events, activities and challenges (called 'The MAP'); a commitment to offering a range of trips every year, which complement the academic and careers curriculum; a range of extra-curricular clubs which encompass a wide range of interests and activities; a programme of competitions, fixtures and events that are run both internally and externally.

The MAP

At the heart of our extra-curricular offer is the 'MAP', which is named after our three core drivers: mastery, autonomy and purpose. The MAP is a three-year programme where students are challenged to complete a range of activities, trips, visits and competitions. At the end of Year 9, all students will attend a graduation after completing the core activities and challenges. Students can also graduate with a specialism in one of five areas either as a graduate or a master of that area. These areas are: creativity, literature, performance, service and sport. Within each area, the activities and challenges become progressively more difficult as students move through each year group.

A key feature of the MAP is our commitment to three trips per year for every student that are closely linked to our curriculum but enable students to broaden their knowledge and develop cultural capital. These include visits to our local universities, visits to a range of museums and galleries in Liverpool and residential beyond our city. These visits work in tandem with our curriculum and with our careers offer so that there is coherence between these key elements of our curriculum offer. Our Duke of Edinburgh offer, which is also part of the MAP, is growing and every student is given the opportunity to complete their bronze award with us, starting the programme in Year 9.

Additional trips and visits

Beyond the MAP, each subject area has committed to running one trip per key stage which is open to all students. These trips complement the academic curriculum but also extend students' experience beyond the taught curriculum in school.

Extra-curricular clubs and activities

Each academic year, we offer a range of clubs and activities. These are a blend of student and staff interest and the programme is constantly being updated. Examples of clubs that we run include: a cookery club, film club, creative writing club, debating club, languages club, LGBTQ+ club, and various sports clubs.

A programme of competitions, fixtures and events

A range of staff lead on our programme of competitions, fixtures and events, which include sporting events and fixtures, literacy-based events and competitions and broader cultural events and challenges. Examples of these events include: writing competitions, debating competitions, poetry by heart, charity walks and runs, athletics fixtures and many more.



Extra-curricular reading

Reading is a foundational aspect of students' experience at Dixons Fazakerley Academy and one of the key ways in which we develop students' cultural capital. Our 'DFA canon', which is read during DEAR sessions, blends canonical literary texts with popular fiction. Every student is given the opportunity to read 'Blood Brothers' which is part of Fazakerley's own history and contribution to modern British Literature. Additionally, the MAP has a literature strand with 45 books for every student to try and read by the time they finish Year 9. Furthermore, the library and regular reading challenges afford further opportunities for students to read for pleasure and to develop their cultural capital.



Careers Curriculum

Through our highly tailored careers programme, all students have access to bespoke, independent and impartial guidance and a broad range of information about different careers and qualification pathways open to them. This allows them to make well-informed decisions about their future study and career choices. We ensure that students have high aspirations and are empowered to achieve personal success and future economic wellbeing. We focus on a wide range of academic, vocational and apprenticeships options that are most likely to enable them to achieve their ambitions and lead to happy and fulfilled future selves. By helping students with decisions at crucial stages, informing them of a wide variety of options and introducing them to employers, we prepare them for the world of work regardless of the pathway they choose.

Every subject at Dixons Fazakerley Academy is committed to supporting the careers provision. A 'Careers Spotlight' is shared and discussed with students in every subject twice every cycle. This allows students to learn about a variety of subject specific careers that might be of interest to them. We utilise the Unifrog platform to collect information from students in order to provide tailored and specific careers-based opportunities. Regular interactions with the Unifrog platform allow students to explore further careers linked to their interests and areas of strength and gives them access to up-to-date labour market information.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. We work closely with local employers, FE colleges and apprenticeship providers – and utilise our Morning Meetings – to ensure the highest quality careers guidance.

Curriculum Features

At Dixons Fazakerley, alongside our principles and our aims, our curriculum is characterised by the following features which enable us to ensure our curriculum is the best that it can be:

Our curriculum is responsive to context, need and our own self evaluation

We want our curriculum to serve our students and therefore we continually review the curriculum content we are teaching to ensure we really are equipping our students with the knowledge they need right now. We recognise curriculum development is a constant improvement journey and therefore using student voice, internal and external assessments and the latest scholarship in each curriculum area we change, refine and develop our curriculum as appropriate. Furthermore, responsive teaching is at the core of our curriculum with multiple checks for understanding in our lessons enabling teachers to respond to misconceptions and gaps in learning. Every teacher uses a Responsive Teacher Planner to support their lesson planning and delivery.



Our curriculum is implemented through effectively planned and structured lessons which are predominantly bookletised

Our intent is to make all lessons outstanding so that our students receive, learn and retain the powerful knowledge, which is their entitlement. All teachers know the principles of cognitive science and psychology that underpin our curriculum principles and pedagogy. Our instructional routines are rooted in an understanding of cognitive science and built to support every learner, but especially our most vulnerable. These routines have been codified in our 'What To Do' documents and underpin every lesson at Dixons Fazakerley Academy. The consistency of learning routines and expectations reduce the cognitive load on our students so that they can focus on the key knowledge within their lessons. Our departments work collaboratively within their teams and with colleagues across the Trust (through our 'Cross-Cutting Teams' and Trust Assistant Principals) to debate the powerful knowledge within our curricula, to share best practice and to develop our subject-specific pedagogical approaches. A feature of our offer is the 'collaborative planning' period which is a dedicated, timetabled period each week where colleagues within each subject area work together to plan for consistent and effective delivery of the powerful knowledge in our curricula.

Our curriculum is underpinned by the effective teaching of revision and retrieval

Revision is at the heart of our approach to learning at Dixons Fazakerley Academy. Every day begins with retrieval activities in Morning Meeting, which are designed by our Heads of Faculty, and they help students revise the powerful knowledge covered in the curriculum. Students are explicitly taught the basic principles of cognitive science and how to apply these practically in their learning. Every lesson contains a focus on retrieval so that students can develop storage and retrieval strength over time. Furthermore our chosen homework system, Carousel Learning, is an online platform that allows students to self-quiz using flashcards and then tests students' memory through quizzes. Feedback is immediate so students and staff can identify any gaps in learning and prioritise these for future revision. Finally, at the end of every Cycle, every student completes a summative retrieval quiz that provides a snapshot of the knowledge that has been retained throughout that Cycle's learning. Therefore, retrieval and revision is a golden thread within our curriculum. In preparation for each summative assessment, students are notified weeks in advance of the assessment and guided through revision lessons and activities within each subject. This helps build the habit of revision from Cycle One of Year 7 right through to when students leave Dixons Fazakerley Academy. We explicitly teach and model revision methods in a structured and cumulative manner throughout Key Stage 3 so that students know how to revise by the time they begin their formal GCSE studies. Alongside the GCSE curriculum, we have our 'Scaling the Summit' plan which is a programme of targeted revision events, milestones and sessions to support students with revision in a sustainable manner.

Our curriculum is delivered within a culture of praise

We have endeavoured to create a culture of true inclusion and genuine mutual respect; this is characterised by our continuous mission to encourage and recognise student effort and positive attitudes to learning. We recognise that motivation comes from an intrinsic sense of success, encouragement and resilience. We utilise a wide range of methods to recognise and acknowledge our students' commitment to our values, their efforts and achievements. Applause moments, such as 'two claps after three' are a constant feature of all lessons and demonstrate our commitment to meaningful and instant student praise. Individual students are recognised every week during Friday Appreciations. Termly recognition events see students gain certificates and prizes awarded for exceptional hard work and dedication to the

full life of the academy. The efforts of our students never go unnoticed or underappreciated. Another feature of praise within lessons is the daily interaction between students and senior leaders. During every lesson, members of the senior team visit lessons to support learning and praise students. This regular interaction acts to familiarise students with praise and fosters a motivation to strive in every lesson. Those students who regularly work hard, or go above and beyond in a lesson, will receive a Golden Ticket from teachers and/or senior leaders. This culture of recognition encourages all students to feel valued and to have confidence in themselves as learners and as members of the Dixons Fazakerley community. Students also write Appreciation Cards for teachers once a term which helps cement positive relationships and genuine mutual respect.

Our curriculum is influenced and shaped by our commitment to meaningful student voice

At Dixons Fazakerley we pride ourselves on the warmth of our interactions and the positive relationships between students and staff. One factor that has helped foster this sense of belonging is the Student Voice programme. Dedicated student ambassadors and student leaders are highly visible representatives of many areas of the school; they meet weekly with a dedicated member of the Senior Leadership Team. Student ambassadors regularly gather the voice of students from across the school and discuss the outcomes of student surveys. From this information, termly meetings are held with the Principal. Students also represent the academy with distinction at social events and parents' evenings.

Our curriculum explicitly teaches students about career pathways and opportunities

Every colleague at Dixons Fazakerley is committed to explicitly teaching students about the career pathways and opportunities available within, and as a result of, studying that particular discipline. A Career Spotlight is shared and discussed with students twice a cycle in every subject area; these begin to introduce students to a variety of subject specific careers which might be of interest to them. Students are then able to explore these opportunities further as a result of our independent careers advice and through Unifrog.

Curriculum Design

We have a fluid curriculum that is tailored to meet the needs of our learners and to challenge the educational and social disadvantage many of our students face. We recognise that for students to succeed in the EBacc they need greater support when transitioning from Key Stage Three to Key Stage Four in MFL and History or Geography; as a result all students choose to specialise in one of History or Geography at Year 9 whilst also gaining an extra level of MFL instruction. Our extended school week ensures that all students continue to study all subjects in Year 9 alongside this additional support. We recognise that students are entitled to a broad and balanced curriculum with all students completing a discrete curriculum in computing, RE, Drama, Art and DT throughout their time in Key Stage Three.

At Key Stage Four our students pick from a range of vocational and academic subjects including Health and Social Care, Sport, Hospitality and Catering, Enterprise, Design Technology subjects and Digital



Information Technology. We also ensure every child is able to study and secure a qualification in GCSE RE. GCSE RE helps students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. In an increasingly multicultural world, GCSE RE immerses students in different religions and practices. With knowledge and academic curiosity, our students can reflect upon their own values, beliefs and attitudes in order to make the world a better place.

We also recognise that we are an academy in transition with some students currently entering GCSEs with lower levels of numeracy and literacy; as a result we offer some students additional Maths and English support during Year 10 and Year 11. All students continue to be able to secure the Ebacc whether or not they receive this enhanced support.



Key Stage 3 – Year 7, 8 and 9 Curriculum

Subject	Year 7 Number of 55 minute lessons per week	Year 8 Number of 55 minute lessons per week	Year 9 Number of 55 minute lessons per week
English	5	5	5
Mathematics	5	5	5
Science	4	4	4
Geography	2	2	1 / 2*
History	2	2	1 / 2*
RE	1	1	2
Personal Development Studies**	1	1	1
Modern Foreign Languages	2	2	3
Computer Science	1	1	1
Art	1	1	1
Design & Technology	1	1	1
Drama	1	1	1
Music	1	1	1
PE	2	2	1

* Students opt to study an additional lesson of History or Geography in Year 9.

** Personal Development Studies lessons will be during different timetabled lessons throughout the year.

Key Stage 4 – Year 10 & 11 Curriculum

Core Subject	Year 10 Number of 55 minute lessons per week	Year 11 Number of 55 minute lessons per week
English	5	5
Mathematics	5	5
Science	5	5
Geography or History	3	3
RE	2	-
Personal Development Studies*	1	1
Modern Foreign Languages	3	3
PE	1	1

* Personal Development Studies lessons will be during different timetabled lessons throughout the year.

Options Subject	Year 10 Number of 55 minute lessons per week	Year 11 Number of 55 minute lessons per week
Art GCSE	2	3
Creative Media BTEC	-	3
Dance GCSE	2	3
Design & Technology GCSE	2	3
Digital IT BTEC	2	3
Enterprise BTEC	2	3
Health & Social Care BTEC	2	3
Hospitality & Catering WJEC	2	3
PE GCSE	2	3

Performing Arts BTEC	2	-
Sociology GCSE	2	3

Assessment Cycles

At Dixons Fazakerley Academy we have three assessment cycles throughout the academic year. As we view the curriculum as the progression model, students are not assessed just on recently taught knowledge at the end of each cycle, instead being tested on the curriculum they have studied as a whole. At the end of each cycle we host a 'Data and Planning Day' where staff work together in faculties to identify common misconceptions and how these gaps are going to be closed in upcoming lessons. The 'Data and Planning Day' also provides an opportunity to identify groups of students who need extra support as well as a chance to recognise and celebrate the success of individuals. This enables us to make the curriculum responsive to the emerging needs of every student within the academy.

