



CURRICULUM POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	
Next Review Due	
Agreed with Teacher Trade Unions and Professional Associations	n/a

Curriculum statement

Curriculum for Life Long Learning:

Our curriculum is designed to meet the needs of all learners to enable them to follow pathways that will allow them to meet their full academic, emotional and social potential.

As an 11-16 Academy, we now plan our curriculum back from the GCSE specifications to ensure that we are fully preparing students with the best possible foundations in knowledge and skill development, from our transition work in year 6 onwards, whilst ensuring that the content is enriched both inside and outside the classroom.

Principles

Our curriculum is designed upon a set of key principles:

- Focusing on quality first Teaching and Learning
- Challenge and enjoyment
- Breadth and balance
- Equity and Personalisation
- Progression and sequencing
- Preparing students for life, society and the world of work in the 21st century
- Developing the whole child through SMSC and British Values
- Providing an enriching, multifaceted education
- Fulfilling Statutory requirements

Focusing on quality first Teaching and Learning

Quality first teaching and learning is the backbone of the curriculum. Over 90% of lessons are Good or Outstanding and “teaching is consistently strong in many subjects” (Ofsted 2019). A robust system of monitoring teaching and learning, through formal observations, learning walks, departmental monitoring, and work scrutinies, ensures each student can achieve the highest standards possible. Each of us is a part of a successful learning community, with a high quality, enthusiastic staff who continue to learn and develop throughout their time in the academy.

A high standard of teaching and learning throughout the academy ensures progress is substantial and sustained between Key Stage 2 and Key Stage 4 for all educational groups. “Progress in English and Maths was in the top 20% nationally” (Ofsted 2019).

Challenge and enjoyment

Our curriculum recognises that progress and attainment are best achieved when there is challenge and enjoyment. The curriculum is regularly reviewed to ensure that the level of challenge is appropriate for all learners. Subject areas utilise carefully crafted Schemes of Learning which are differentiated to suit different levels of prior attainment, whilst ensuring that the curriculum is appropriately challenging to enable students to access aspirational targets (e.g. FFT 5%) by developing GCSE-style content and skills from Year 7. A balance of practical and non-practical subjects in specialist facilities, and creative schemes of learning and enrichment ensure variety and enjoyment across the curriculum.

Breadth and Balance

We believe in offering a broad and balanced curriculum to all of our students, despite the national trends towards reducing curriculum offerings (driven in part by Ebacc requirements and reducing school budgets), From Year 7, students study a range of 12 subjects, with the variety largely maintained through to the Year 9 options for GCSE courses. At GCSE, we believe that student choice is hugely important in engagement and achievement. Our options process includes surveys so that we are responsive to the needs of each cohort of learners, and option block manipulation to ensure that as many students as possible can study the combination of subjects that they choose.

We believe it is important to ensure quality provision in addition to variety, and maintain a firm focus on the core: English, Maths and Science, to ensure enough curriculum time is dedicated to these areas.

“Life Long Learning” involves students developing personally, in addition to gaining the academic qualifications which will open doors for their future. We run a Citizenship curriculum in each year group, which is supported by a programme of assemblies and enrichment activities to develop life skills and character in our learners.

The time allocation for subjects at Key Stage 3 for 2020-21 is:

Subjects	Year 7	Year 8	Year 9
	No. of Periods	No. of Periods	No. of Periods
DT	2	2	2
Art	1	1	1
English	4	3	4
Drama	1	1	0
Humanities	3	4	4
ICT/Computing	2	1	1
Mathematics	3	3	3
MFL	2	3	3
Music	1	1	1
PE	2	2	2
Science	3	3	3
Citizenship	1	1	1
Total	25	25	25

The Citizenship programme is delivered in one period per week throughout the year and is taught by the form tutor.

Modern Foreign Languages are: French, Spanish or German in Years 7&8 with a second language for more able linguists delivered through immersion weeks in Year 9.

The Key stage 4 curriculum is based on the core curriculum of English Language, English Literature, Maths, Citizenship, PE and double or triple Science, plus 3 option subjects.

In addition to provision of adequate time for each subject, we acknowledge the need to provide a balance of teaching styles and learning opportunities. A programme of Curriculum Enrichment activities are offered to all students throughout the year through theme days, Citizenship and Challenge days. In this way, over the key stage, students have a variety of opportunities to experience and develop their capabilities as learners and the wherewithal to prepare for, and partake fully of, the curriculum at key stage 4.

Equity and Personalisation

We believe that all students should make excellent progress from their starting points, and that an appropriately designed curriculum will allow this to happen. For example, we have developed our vocational course offer each year to enable more of our SEND students to maintain a broad curriculum into KS4, whilst recognising that some students will benefit from Literacy and Numeracy support in KS3 in place of MFL although these decisions are reviewed on an individual basis. Through a wealth of options to suit all learners, flexibility surrounding the English Baccalaureate, and a variety of routes within departments, the curriculum is personalised for each learner. The Options process enables students to select a curriculum based on their own future aspirations and intentions as well as their own abilities. A variety of Vocational and more traditional subjects are offered, including the choice between GCSE PE or Sports Studies, iMedia or Computer Science GCSE, and the option to study Health and Social Care and Engineering Design.

The curriculum is equitable to enable all to reach their full potential. The establishment of a modified curriculum to include a nurture group in 2020 and the continuation of additional sessions in English and Maths for selected Year 7 students helps ensure those who have not reached their potential at primary school are supported to reach the national standard. A focus on differentiation within teaching and learning includes a requirement to match curriculum to need as a performance management target for all teaching staff. Students are set in English and Maths from Year 7 and other areas of the curriculum from Year 8.

Support in lessons is provided for EHCP and SEND K students by TAs and HLTAs. Additional support through Reading Buddies, Handwriting Club, Maths homework drop in, Maths at Breakfast, Breakfast Club, and interventions provides equity to the curriculum. Boost intervention is timetabled according to need for Year 11 students across all subjects throughout their final year.

Progression and Sequencing

The five-year curriculum is clearly planned and sequenced over 5 years so that new knowledge and skills build on what has been taught before, towards clearly defined end points. Over 5 years, the key skills and knowledge for the core and foundation subjects are mapped out year on year to deepen and enrich students' understanding of these subjects, allowing them to recall and apply this knowledge fluently. Each department area has curriculum maps shared with all stakeholders showing implementation and intent of each subject. The progression through from Year 7 to Year 11 and beyond is clear with units of teaching linked by content and skill to show the journey learners take. Intent is considered around GCSE criteria, British and International Values, and SMSC. Overlap of content, knowledge, and skills is considered between departments to ensure logic to the sequencing of units of learning. For example, Journey's End, a play set in WWI, is studied in Year 9 shortly after the same students have studied WWI in History to support their understanding of the importance of context.

Preparing students for life, society and the world of work in the 21st Century

Our curriculum responds to the changing demands of the current employment market. This is particularly reflected in our move towards Computer Science at both KS3 and KS4 where students are introduced to programming skills. We have also introduced an iMedia course into our KS4 to enable students to develop current employability skills in this area, in addition to a vocational course in Sports Studies which has been introduced into the GCSE options for this first time this year. With growing numbers of students showing

an interest in the Health Care industry, and a buoyant job market within the sector, we have offered Health and Social Care for the first time starting in September 2019.

Our curriculum is also enriched through a Work Experience programme at the end of Year 10, in addition to careers interviews and a careers fair to help students develop an understanding of how the skills they are learning through the curriculum can be applied in the world of work.

Developing the whole child through SMSC and British Values

The development of a five-year Citizenship curriculum with a focus on SMSC ensures the whole child is considered. This includes PHSE and SRE as well as finance, the world of jobs, and being a good citizen. Each departmental rationale shows the consideration of the whole child through SMSC and British Values. A five-year curriculum map for PHSE and Citizenship shows the journey students take through topics such as human rights, the world of work, and the health and well-being of ourselves and others. Additionally, subjects such as RE and English Literature explore SMSC and values and this can be evidenced in the relevant curriculum maps. The assembly plan for the year ensures students have a wealth of topics and support through internal speakers and guest presenters. To recognise the importance of British Values and giving to others, a number of charity events are organised throughout the year and each school house has a charity of the year.

Fulfilling Statutory Requirements

We meet the statutory requirements of the curriculum as can be evidenced in the curriculum maps for every subject. A number of enrichment days for KS4 students take place to enable those who haven't selected RE and Computing to have access to these. Dance is offered as an option with lessons taking place outside of the normal school day.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

Providing an enriching, multifaceted education

Extra-curricular provision supports and enhances the main curriculum and is open to all students. During their time at WPA, students will have the opportunity to attend a wealth of clubs including sports, music, writing, digital leaders. Similarly, a wealth of day trips and residentials are offered across the UK and Europe including Language and culture trips, skiing weeks, field trips, science, museum, and theatre visits. All of this supports the rich variety of learning offered in the classroom.

Evaluations and Reviews

To ensure our curriculum continues to meet the needs of our students, we will conduct regular evaluation and review activities, including:

- Data analysis of whole school and qualification performance
- Internal assessment data
- Outcomes for disadvantaged students and those with SEN
- Outcomes for students who receive catch-up funding support
- Destination data for our students
- Lesson observations, learning walks, departmental reviews and work scrutinies
- Staff, student and parent voice activities
- Student attendance monitoring and intervention

Student behaviour monitoring and intervention

Curriculum allocation for KS4

Core Curriculum

	Lessons per week [hours]	GCSEs	Progress 8 Score
English Language and Literature	4	2	Double Weighted
Maths	4	1	Double Weighted
Citizenship	1	0	
PE Core	1	0	
Double/Triple Science	6	2/3	1 but 2 required for EBacc Portfolio
	Total:16		

Option Subjects - Students Choose 3 - Some students guided to choose X EBacc Subjects

Art	Food and Nutrition	Graphics	PE [GCSE]
Additional Studies	Drama	History	Product Design
Business Studies	French	Textiles	RE
Spanish	Geography	Media Studies	Statistics
Computing	German	Music	

Progress 8 Measure is based on Maths, English, 3 Highest EBacc Subjects and 3 Highest Other Approved Academic or Vocational Qualifications
