

Title	Curriculum Policy
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Wootton Park School Curriculum Policy

Wootton Park School is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in Northampton preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Wootton Park School recognises that:

- ✓ The world of 2030 will be very different to the world of today;
- ✓ The pace of change is increasing, hence the importance for flexibility;
- ✓ Young people have, and will have increasingly, greater access to information and learning material independently of school;
- ✓ Adulthood entails economic participation but more;
- ✓ 18+ year olds will still be at an early stage of learning;
- ✓ The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.

Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Wootton Park School's curriculum policy is based on the following aims to:

- ✓ have learners at its heart, putting their interests above those of the institution;
- ✓ have a curriculum that is fit for purpose, offering differentiation and personalisation;
- ✓ be a centre of excellence in learning and teaching;
- ✓ prepare all learners for a successful adult and working life in a 21st century global society;
- ✓ first achieve and then exceed national standards in achievement, attainment and progression;
- ✓ be committed to excellence and continuous improvement;
- ✓ value vocational and academic routes equally;
- ✓ nurture the talents of all and celebrate success;
- ✓ work with Primary Schools to ease transition;
- ✓ involve the community;
- ✓ involve parents/carers;
- ✓ be in a learning environment that is, above all else, inspiring.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. Wootton Park School's aim is to develop a coherent curriculum that builds on young peoples' experiences of education in either Primary School or Nursery, and that help all young people to become successful learners, confident individuals and responsible citizens.

Specifically, we believe that our curriculum should help young people to:

- ✓ achieve high standards and make good/excellent progress;
- ✓ enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- ✓ move towards enabling learners to more easily progress, based on ability not age, and to be able to enter learners for public examinations when they are ready rather than dictated by age;
- ✓ have and be able to use high quality personal, learning and thinking skills and become independent learners;
- ✓ have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.;
- ✓ be challenged and stretched to achieve their potential;
- ✓ enjoy and be committed to learning, to 19 years old and beyond;
- ✓ value their learning outside of the curriculum and relate to the taught curriculum.

2. Curriculum outcomes

Wootton Park School's curriculum will:

- ✓ lead to qualifications that are of worth for employers and for entry to higher education;
- ✓ fulfil statutory requirements;
- ✓ enable learners to fulfil their potential;
- ✓ meet the needs of young people of all abilities at the school;
- ✓ provide equal access for all learners to a full range of learning experiences beyond statutory guidelines;
- ✓ prepare learners to make informed and appropriate choices at the end of KS1, KS2, KS3, KS4 and beyond;
- ✓ help learners develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- ✓ include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence;
- ✓ ensure continuity and progression within our all-through school and between phases of education, increasing learners' choice during their school career;
- ✓ foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- ✓ help learners at all levels, to use language and number effectively;
- ✓ help learners develop personal moral values, respect for religious values, and tolerance of other races' beliefs and ways of life;
- ✓ help learners understand the world in which they live;
- ✓ ensure that the curriculum incorporates, and is improved and extended by, the school's specialism – Applied Crime Science;
- ✓ develop a specific curriculum for EYFS and Key Stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all learners;
- ✓ design a Key Stage 1, 2 & 4 curriculum which meets the needs of learners, parents and wider society;
- ✓ design a post-16 curriculum, which provides a "bridging year" between level 2 and level 3 qualifications. This will allow learners an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer;
- ✓ design a post-16 curriculum which is not constricted by the curriculum offer from the academy alone but incorporates other schools/colleges which may be in partnership with the school;
- ✓ benefit other educational establishments in the area.

3. Roles and responsibilities

The Principal will ensure that:

- ✓ all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the academy and indicate how the needs of individual learners will be met. This will include how the subject will be taught and assessed;
- ✓ the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually;
- ✓ where appropriate, the individual needs of some learners are met by permanent or temporary disapplication from the national curriculum;
- ✓ the procedures for assessment meet all legal requirements and learners and their parents/carers receive information to show how much progress the learners are making and what is required to help them improve;
- ✓ the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- ✓ the governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- ✓ it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non statutory targets;
- ✓ progress towards annual statutory targets is monitored;
- ✓ it contributes to decision making about the curriculum.

The Vice Principal and Assistant Principal EYFS, KS1, KS2, KS3, KS4 and KS5 will ensure that:

- ✓ they have an oversight of curriculum structure and delivery within their key stage;
- ✓ detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage;
- ✓ schemes of learning are monitored and reviewed on a regular basis;
- ✓ levels of attainment and rates of progression are discussed with Curriculum Leaders and Key Stage coordinators on a regular basis and that actions are taken where necessary to improve these.

Curriculum Leaders and Phase Leaders will ensure that:

- ✓ long and medium term planning is in place for all curriculum areas. Such schemes of learning will be designed using the WPS pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources;
- ✓ these plans will also highlight where the subject curriculum allows for the coverage of whole school curriculum areas such as CIEAG, British Values etc;
- ✓ schemes of learning encourage progression at least in line with national standards;
- ✓ there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course;
- ✓ appropriate awarding bodies and courses are selected so that they best meet the learning needs of our learners;
- ✓ where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners;
- ✓ assessment is appropriate to the course and the learners following particular courses. There should be consistency of approach towards assessment.
- ✓ they keep the appropriate Key Stage Assistant Principal informed of proposed changes to curriculum delivery;
- ✓ all relevant information/data is shared via Arbor (MIS). This includes meeting deadlines related to exam entries etc;
- ✓ learner performance data is reviewed on a regular basis (at least every half term) to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion;
- ✓ they share best practice with other colleagues in terms of curriculum design and delivery;
- ✓ oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ✓ ensure that the school curriculum is implemented in accordance with this policy;
- ✓ keep up to date with developments in their subjects;
- ✓ have access to, and be able to interpret, data on each learner to inform the design of the curriculum in order that it best meets the needs of each cohort of learners;
- ✓ share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- ✓ participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their learners and how best to address those needs and engage them;
- ✓ work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Learners will:

- ✓ be treated as partners in their learning, contributing to the design of the curriculum;
- ✓ have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- ✓ be given additional support if they start to fall behind in their learning, helping them get back on track quickly;
- ✓ receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage 4 and 5.

Parents and carers will:

- ✓ be consulted about their children’s learning and in planning their future education;
- ✓ be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- ✓ be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, Evaluation and Review

The Governing Body will receive an annual report from the Principal on:

- ✓ the standards reached in each subject compared with national and local benchmarks;
- ✓ the standards achieved at the end of each Key Stage taking into account any important variations between groups of learners, subjects, courses and trends over time, compared with national and local benchmarks;

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

Teaching groups, class sizes and grouping by ability

In Reception, learners are placed in 2 groups of 30 but the EYFS setting encourages free-flow and integration between the two classes.

In year, 7 learners are initially placed in house groups of approximately 30. Learners are then grouped by ability to allow for appropriate support and challenge within all curriculum areas.

In years 8-11, class sizes average 30 but may vary depending on intake numbers and ability profile of the cohort.

08.15	School gates open
08.35 – 08.40	Registration
08.40 – 09.40	Lesson 1
09.40 – 10.40	Lesson 2
10.40 – 11.00	Tutor Time – to include SMSC and assemblies
11.00 – 11.20	Break
11.20 – 12.20	Lesson 3
12.20 – 13.20	Lesson 4
13.20 – 14.20	Lunch
14.20 – 15.20	Lesson 5
15.30 – 18.00	Enrichment sessions / clubs / wrap around care until 18.00

EYFS

Reception will concentrate on the 7 areas of learning and development that shape the educational provision in the early years setting. All these areas of learning are important and interconnected.

The Three Prime areas:

- Personal, Social and Emotional Development.
- Physical Development
- Communication and Language

The Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

At Wootton Park School, we believe these seven areas are equally important in order to promote the development of the ‘whole child’. We value all areas of learning and development equally and understand that they are often linked. We will deliver all the areas through thematic topics that encompass planned, purposeful play, with a balance of adult-led and child initiated. Additional to this phonics will be taught as a discrete daily lesson.

Key Stage 1 & Key Stage 2

In Key Stage 1 and 2, we will teach the Programmes of Study for the National Curriculum 2014 and other aspects of the school curriculum, including PSHE, Religious Education and Citizenship. We will do this using a thematic, topic based approach combing all subjects where possible. We believe that teaching subject knowledge and skills as part of a wider topic based curriculum allows learners to make useful links between areas of learning, and consolidate skills. Learners are also likely to be more engaged in their learning if it has a context and theme that runs through it. New phase leaders will design and review the delivery of the Key Stage 2 curriculum with the support of the Primary Phase Vice Principal and the Middle Leaders’ Forum.

Key Stage 3

Currently KS3 learners have the following number of periods per subject per week:

Subject	Periods
English	5
Maths	5
Science	3
Philosophy & Ethics	1
History	1
Geography	1
Spanish	2
Physical education	3
ICT	1
Expressive Art	2
PSHE	1

Key Stage 4

The Key Stage 4 curriculum has been designed to reflect the needs and interests of our current cohort; the next step is to develop the GCSE options for Year 10 and Year 11. This process will be driven by learner voice and the middle leadership team. The GCSE offer will be ready for Governors in November, with a view to share it with parents in the same month and to launch the options process in January.

Timeline:

Action:	Deadline
Middle Leaders to generate a list of possible GCSE options with current staffing and resources	September '18
Learner Voice meet to refine the offer	September '18
Staffing structure reviewed and plans for recruitment in place	October '18
Options Process and GCSE offer to Learner Voice	October '18
Options Process and GCSE offer to MLT and then to SLT	October '18
Year 10 and 11 curriculum offer and the Options process to GB	November '18
Parents' Briefing Evening	December '18
CIAEG teaching with Year: 'Planning for next steps'	December '18
Options Booklet issued to learners	January '18
Options process completed	January '18
Options process reviewed and plans refined for 2019/2020	TBC