



# Winterton Community Academy

## Curriculum

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### Intent

At Winterton Community Academy, the National Curriculum is broadly followed, with the needs of pupils placed at the heart of the curriculum.

It is the intent of our curriculum to ensure that all pupils attending Winterton Community Academy are '**Safe, Happy and Successful**' and are prepared for the next phase of their education and life. Our curriculum intends to provide our pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

Winterton Community Academy is inclusive with high aspirations for all learners, ensuring that disadvantaged and vulnerable pupils are provided with the appropriate and relevant support to ensure their potential is not limited by their context, as supported by the Special Educational Needs and Disability Regulations 2014.

We aim to provide a broad range of enrichment opportunities as a part of our wider curriculum to enhance pupil's experience and build on our values of **Respect, Hard Work** and **Positivity**.

The academy curriculum is intended to broaden our pupils' emotional and multicultural awareness, developing values and building respect and tolerance. We seek to reward success, balancing the need for hard work with a sense of enjoyment for school life as a whole.

At Winterton Community Academy, we believe that our Relationship, Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Social, Moral and Cultural (SMSC) provision contribute to a positive and tolerant culture in our community. We pride ourselves on delivering a curriculum which develops students holistically, ensuring that they are fully prepared for life in modern Britain. They are able to envision 'the bigger picture' and show that learning is linked to the real world and experiences. These themes are carefully chosen in order to encourage students' awareness and understanding of their protected characteristics within The Equality Act 2010.

Our intent is to equip students with the essential learning skills of literacy and numeracy, ensuring they do not become limiting factors to accessing the curriculum, with a focus on developing the range of complex vocabulary. The development of student language and oracy is paramount because we understand how vital it is for our students to build confidence in their communication skills, not only for their time in school but also to prepare them for life.

The academy curriculum intent is to provide the foundations for life and the progression to the next phase. This includes careers education which is guided by the Gatsby Benchmarks.

### Implementation

The timetabled week is 30 x 50 minute lessons, with tutorial for 20 minutes, where pupils are in groups with pupils from the same year group.

Prior to pupils beginning in Year 7, the transition phase prepares both the staff and pupils.

Pastoral staff visit the primary academies to facilitate the transfer process

Open Days / Evening and other transition days enable pupils to familiarise themselves with the working day at the academy. Additional visits for specific pupils are also encouraged to enhance the transition experience.

In addition, standardised assessments (Cognitive Ability Tests, Reading assessments and a Pupil Attitude to Self and School [PASS]) are conducted to provide invaluable information and data about each individual pupil. These also compliment the SAT's tests undertaken at the end of Key Stage 2, supporting our understanding of each young person. All mid-year transfers are also required to complete the standardised assessments to ensure they are fully supported in their transition into the academy.

Pupils in Key Stage 3 are taught in mixed ability groupings for all subjects. In Key Stage 4, pupils are 'streamed' in English, Maths and Science, but taught in mixed ability groups for the foundation courses, based on the outcome of the 'Options' process.

### **Key Stage 3**

The curriculum in Key Stage 3 (Years 7-9) is broad and balanced and provides exposure to the knowledge and skills required to enable progress.

The curriculum for Year 7 – 9 is broadly the same for all pupils and consists of the following subjects, however for those where it is appropriate, additional English and Maths lessons are given:

- The subjects studied by pupils during Key Stage Three are English, Mathematics, Science, Design and Technology, Art, Geography, History, Modern Foreign Languages (French), Performing Arts, Physical Education, Religious Education and Personal, Social, Health and Economic (PSHE) education. In addition, pupils access '*Reading Plus*' to enhance their reading skills and strengthen their access to the curriculum.

During the Spring term, all Year 9 pupils, will begin a programme of guidance designed to help them decide which of the optional GCSE and/or vocational subjects they will study during Key Stage 4 (Years 10 and 11).

The timetable is a one-week timetable consisting of five days with six periods plus tutorial. Therefore, there is a thirty period week. The allocation of lessons to subjects in Years 7, 8 and 9 is detailed in the following table:

<b>SUBJECT</b>	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>
English	5	5	5
Maths	5	5	5
Science	4	4	4
Modern Foreign Language (MFL)	2	2	2
Design Technology	1	1	1
History	2	2	2.5
Geography	2	2	2.5
Art	2	2	2
Performing Arts	2	2	1
Physical Education	2	2	2

Religious Education	1	1	1
PSHE	1	1	1
Reading Plus	1	1	1

**NB** The content of ICT, Citizenship and SMSC is delivered in a cross curricular manner, as part of the learning associated with the other subjects.

### **Key Stage 4**

The Key Stage 4 curriculum is studied in Years 10-11 (a 2 year curriculum) following guidance and support when pupils are in Year 9.

At Winterton Community Academy we are determined to ensure this guidance process is a well informed and positive experience in order for the right decisions to be made. The information booklet is one of a range of strategies we use in order to support this aim. Other strategies that are used to inform the guidance process include student voice activities, use of progress data and staff subject recommendations. All learners and parent/carers are also invited to a guidance presentation in the Spring term of Year 9. This supports the construction of students individual Year 10-11 timetables. These are reviewed based on learning and progress and may be adjusted during this period of study.

Whatever programme students eventually follow, staff, in partnership with students and their parent/carers, will encourage each individual young person to achieve his or her best personal growth and academic progress. Furthermore we will work together to nurture the development of engaged, happy and aspirational young adults who have the skills, character and qualities to progress with confidence into the wider adult world.

The Subject Leaders are responsible for the implementation of the curriculum within each subject, within the line management structure.

The curriculum model enables pupils to study each of English, Mathematics and the Sciences (Separate Sciences or Combined/Trilogy Science). In addition, three additional foundation subjects are studied, with the opportunity to meet the requirements regarding the Ebacc, with PE and PSHE also delivered.

The core and foundation\* subjects currently taught at Key Stage 4 are:

<b>SUBJECT</b>	<b>YEAR 10</b>	<b>YEAR 11</b>
English Language	3	3
English Literature	3	3
Maths	5	5
Science (taught as Bio, Chem, Phys)	6	6
Modern Foreign Language (MFL)*	3	3
History*	3	3
Geography*	3	3
Art & Design - Photography*	3	3
Art & Design* - Fine Art	3	3
GCSE PE*	3	3
Sport (V)	3	3
Hospitality & Catering* (V)	3	3
Performing Arts*(AQA Tech Award)	3	3
Health & Social Care* (V)	3	3

Business / Enterprise (V)	3	3
Physical Education	2	2
PSHE	1	1
Reading Plus	1	1

## **Impact**

The curriculum sets out what is being taught and must enable pupils to have a deepened understanding of the required knowledge and application of skills. How the impact of that is assessed has a direct impact on the quality of provision moving forward and will be measured in a variety of ways, including:

- Planned and scheduled half-termly assessments for each year group across the breadth of the curriculum with a particular focus linked to the appropriate curriculum content
- Mock examinations at Key Stage 4
- Reading assessments for pupils on entry to the Academy, acting as a baseline, prior to subsequent actions and secondary assessments to assess the impact of interventions given
- Half-termly data collections to monitor pupil progress, evaluate the curriculum and identify the required subsequent actions
- Student Voice activities
- Pupil engagement in Extended Learning tasks
- Monitoring of Teaching and Learning within lessons
- Work scrutiny activities
- Senior Leadership Meetings
- Line Management Meetings
- Departmental Meetings

These qualitative assurance methods are not definitive and others will be included. However, they are essential in evaluating the impact of the curriculum, leading to subsequent actions.

## **Homework**

At WCA we value independent learning and recognise the importance of enabling our students to develop a range of skills outside of the classroom. Key skills such as research, consolidation and revision of knowledge, the ability to plan and organise their work, problem solving, and critical thinking are all important in helping our young people to succeed.

Using key research from the *Education Endowment Foundation*, our approach is:

- All homework will be set on BROMCOM, enabling parents and students to view what has been set.
- There will not be a weekly directive as to how much homework will be set, instead, homework will be set as and when it is deemed appropriate and in line with the curriculum intent for each given subject.
- Where homework is set, it should be meaningful and designed to strengthen independent learning strategies.
- There will not be a consequence for failure to complete homework. We want our pupils to value their learning and complete their homework because it is beneficial for them to do so.
- Homework that is not completed will be visible to parents and we ask that our parents help to promote the benefits of completing homework.
- Teachers are therefore encouraged to set 'additional / independent learning' tasks.
- It is the intention that over-time, the culture within our school would become one where pupils value the home-learning tasks for the benefits it gives them, rather than simply completing it because they have been told to do so.

