

Woodlands Academy

Curriculum Policy



Date Written	June 2023
Date to be reviewed	June 2024

Curriculum Overview:

Key Stage 3

Core Subject Areas:

Maths

English

Science

PSHE/RSE

Physical Education

Ensuring a broad Curriculum:

Humanities

Food Technology

Design Technology

ICT

Art

Personal Development:

SMSC

British Values

Enrichment

Key Stage 4

Core Subject Areas

Maths

English

Science

ICT

Physical Education

PSHE/RSE

Personal Development

SMSC

British Values

Enrichment

Option Subjects:

Option Block 1

Physical Education

Computer Science

Photography

Option Block 2

Design Technology

Food and Nutrition

Art

Option Block 3

History

Geography

Option Block 4

Engineering

Duke of Edinburgh Bronze Award

Land Based Studies

Curriculum Intent:

At Woodlands Academy we provide a personalised curriculum to prepare our pupils to be successful and confident young adults who can make highly effective progress to prepare them for opportunities after their secondary school journey.

Curriculum Implementation:

At Woodlands Academy we offer a personalised curriculum to ensure we provide personal growth and promote high level of engagement in learning. This includes not only the requirements in line with the national curriculum but also a range of enrichment opportunities to grow and improve social and emotional development.

We aim to teach pupils to grow into positive role models who can work in collaboration with one another whilst emerging and developing knowledge and skills to ensure our pupils reach their true potential and are fully prepared for life after school.

At Woodlands, we believe that all pupils must have access to a motivating and immersive curriculum which includes:

- A broad and balanced curriculum that gives the opportunities for a variety of learning aims and experiences.
- Clear sequential nature of each curriculum
- The ability to respond to feedback regularly through knowledge check ins and ACE's (Assessment, Completion and Extension) lessons.
- Adaptive teaching to ensure all pupils make progress through a variety of teaching styles to ensure high quality teaching.
- Opportunities to promote spiritual, moral, social and cultural development as well as Fundamental British Values which explore democracy, rule of law, individual liberty, mutual respect and tolerance of those with different beliefs and faiths.
- Has relevance to the pupils' experiences and interest.
- Progress and continuity that has flexible consistency rather than prescribed.

- **KS3 Curriculum Implementation**

The curriculum at Key Stage 3 is designed as an assessment-based curriculum in line with the national curriculum to ensure knowledge is continually built upon. Each pupil is assessed using Bsquared and this summative data informs us where they are currently working at. This gives us the opportunity to narrow knowledge gaps and build on prior knowledge.

Our pupils' key stage 3 access our curriculum offer through their nurture classrooms where they have access to two consistent emotionally available adults daily. Their curriculum offer is accessed in line with the national curriculum where pupils access a variety of subjects giving a rich, broad, and balanced approach to the curriculum (please see page 2 of this policy). Pupils in key stage 3 also access the specialist teaching rooms across the school to promote high quality teaching and to gain opportunities ready to access the key stage 4 curriculum.

KS4 Curriculum Implementation

At Key Stage 4, pupils will work towards their academic outcomes that are relevant for their pathway. The focus will shift towards outcomes and future ambitions. All pupils access our core subjects of English, Maths, and Science at GCSE level and a Functional Skill Level. Pupils also access our foundation subjects of NCFE Functional Skills in ICT, PSHE/RSE, and Physical Education. The curriculum offers a quadrant of options ensuring breadth to the Key Stage 4 curriculum offer. In line with the national curriculum our Key Stage 4 options offer a variety of subjects from the Arts sector to Humanities and Technology, giving the pupils access to a quality and broad offer to succeed. Pupils select an option subject from each quadrant and will follow a two-year programme of study prior to external examinations or portfolio submission. All pupils at Woodlands Academy will have the opportunity to receive nine accredited qualifications at the end of Key Stage 4 to support their successful transitions onto Post 16 education, training, or employment.

Enrichment

At Woodlands we understand the value of learning that prepares our pupils for life after school and to ensure all pupils leave as well-rounded individuals and role models. Our enrichment programme offers our pupils access to learning opportunities outside the classroom in different social situations that can support their social and emotional growth. At Woodlands Academy we also benefit from having a woodland area on school grounds with access to sensory gardens, and allotments. These areas provide opportunities for the pupils to learn and make progress in different aspects of the curriculum to promote their personal growth. These enrichment activities support and encourage our pupils to develop confidence, creativity, and teamwork.

Interventions

Alongside the curriculum offer we also provide individual interventions that are bespoke to each pupil who access' this specialised support. These interventions are formulated and allocated to provide individual development in identified areas of the curriculum to support the pupils to remove barriers to learning that could have an impact on their engagement of the curriculum on offer.

Our current intervention offer is as follows:

- Music Therapy
- Counselling services
- Lego Therapy
- Little Wandle Phonics Intervention
- Fix It Reading and Writing
- Timetables Rockstars
- ELSA

These interventions are invaluable in providing a specialist and enhanced provision required to continually support our pupils.

Curriculum Impact:

Key Stage 3

Aim	How we measure the impact
Pupils engage in learning consistently.	Observations of teaching and learning through learning walks Pupils Voice Attendance Quality assurance processes
All pupils make progress from their individual starting point and baselines are used to measure success in learning	Analyse pupil progress from data drops throughout the academic year. Quality assurance processes. IEP learning targets achieved.
Develop pupils social, emotional, and mental health.	Pupil Voice Behaviour Data Behaviours Reviews
Delivery of a broad and balanced curriculum that is appropriate for our pupils.	Observations of teaching and learning through learning walks. Quality assuring curriculum maps. Quality assuring books. Lesson Observations.
Pupils are prepared for the next phase in their education and are prepared for our KS4 Curriculum	Analysis of data drops through the academic year. Baseline assessments give rationale to predicted GCSE/Functional Skills results. Pupil Voice Behaviour Data Progress evident during learning walks IEP Targets achieved

Key Stage 4

Aim	How we measure the impact
Pupils engage in learning.	Observations of teaching and learning through learning walks Pupil Voice Attendance Quality assurance processes.
All pupils make progress from their individual starting point and baselines are used to measure success in learning.	Analyse pupil progress from data drops throughout the academic year. Quality assurance processes.
Develop pupils social, emotional, and mental health.	Pupil Voice Behaviour Data
Support pupils to make positive choices regarding their future and next steps in education.	Complete Gatsby Benchmarks Successful transitions to post-16 education, employment, or training. Careers advice and post-16 application completion.
All pupils leave Woodlands Academy with a qualification in Maths and English.	Analysis of results and outcomes.
Ensure it is possible for pupils at Woodlands Academy to achieve five qualifications.	Quality Assurance of Curriculum offer. Analysis of results Quality assurance processes. Analysis of data to ensure correct pathway for each individual pupil.