



Curriculum Policy

Curriculum Intent

At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for life after Woodlands.

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

At Woodlands, we believe that all students 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.
- Adaptions in place to ensure all students make progress through a variety of teaching styles to ensure high impact 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 students' experiences and interest.
- Progress and continuity that has flexible consistency rather than prescribed.



KS3 Curriculum Implementation

The curriculum at Key Stage 3 is designed to build on prior knowledge and prepare students for the challenges of academic outcomes at the end of Key Stage 4 such as Entry Levels, Vocational Qualifications and GCSEs. Our Key Stage 3 Curriculum gives students a broad range of subjects across a balanced timetable.

Our students in Key Stage 3 access our curriculum offer through their nurture classrooms where they have access to at least two consistent emotionally available adults daily. Their curriculum offer is broadly in line with the national curriculum where students access a variety of subjects giving a rich, broad, and balanced approach to the curriculum (please see page 2 of this policy).

Pupils are individually assessed when they join Woodlands using a variety of assessment techniques such as connecting steps, STAR reader and Little Wandle baseline assessment tool. This provides valuable baseline data to understand where each pupil is working and how our curriculum can best support them to make progress from a stage rather than age related approach. All pupils access an age related PSHE/RSE and RE curriculum offer due to contextualise issues. Students in Key Stage 3 also access the specialist teaching rooms across the school to promote high impact teaching and to gain opportunities ready to access the key stage 4 curriculum.

At the end of Key Stage 3 students choose their option subjects for study in KS4 in readiness for further education, employment and/or training.

KS4 Curriculum Implementation

At Key Stage 4, students will work towards their academic outcomes that are relevant for their pathway. The focus will shift towards outcomes and future ambitions. All students access our core subjects of English, Maths, Science, PSHE/RSE, PE and Digital Skills. 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 students access to a quality and broad offer to succeed. Students select an option subject from each quadrant and will follow a two-year programme of study prior to external examinations. All students 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 students for life after school and to ensure all students leave as well-rounded individuals and role models. Our enrichment programme offers our students 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 students to learn and make progress in different aspects of the curriculum to promote their personal growth. These enrichment activities support and encourage our students to develop confidence, creativity, and teamwork. This is also provided through in house extra-curricular activities weekly.

Interventions

Alongside the curriculum offer we also provide individual interventions that are bespoke to each student who access' this specialised support. These interventions are formulated and allocated to provide individual development in identified areas of the curriculum to support the students to remove barriers to learning that could have an impact on their engagement of the curriculum on offer. Our current targeted intervention offer is as follows:

- Lego Therapy
- Angry Gremlin
- Anxiety Gremlin
- Self Esteem Thief
- Little Wandle
- Bereavement Box
- Friends for Life
- Think good, Feel good
- ELSA
- Sensory Circuits
- Handwriting
- Reactive Interventions

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



Curriculum Impact

Key Stage 3

Aim	How we measure the impact
Students engage in learning	Observations of teaching and learning through learning walks Students Voice Attendance Quality assurance processes
All students make progress from their individual starting point and baselines are used to measure success in learning	Analyse student progress from data drops throughout the academic year Quality assurance processes
Develop students social, emotional, and mental health	Student Voice Behaviour Data
Delivery of a broad and balanced curriculum that is appropriate for our students	Observations of teaching and learning through learning walks Quality assuring curriculum documentation Quality assurance processes
Students 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 results. Student Voice. Behaviour Data. Progress evident during learning walks.
Students engage in a range of practical learning to enhance and build upon life skills ready for life after Woodlands.	Spot analysis Interventions Student Voice Assessment during vocational subjects



Key Stage 4

Aim	How we measure the impact
Students engage in learning	Observations of teaching and learning through learning walks Student Voice Attendance Quality assuring core lesson principles
All students make progress from their individual starting point and baselines are used to measure success in learning	Analyse student progress from data drops throughout the academic year Quality assuring core lesson principles
Develop students social, emotional, and mental health	Student Voice Behaviour Data
Support students to make positive choices regarding their future and next steps in education	Complete Gatsby Benchmarks Successful transitions to post-16 education, employment, or training.
All students leave Woodlands Academy with a qualification in Maths and English	Analysis of results
Ensure it is possible for students at Woodlands Academy to achieve five qualifications	Quality Assurance of Curriculum offer Analysis of results Quality assuring core lesson principles
Students engage in a range of practical learning to enhance and build upon life skills ready for life after Woodlands.	Spot analysis Interventions Student Voice Assessment during vocational subjects