

Woodlands Academy of Learning



Woodland's Curriculum In Action

(Spring 2023)

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Statement of intent

At Woodlands Academy of Learning, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

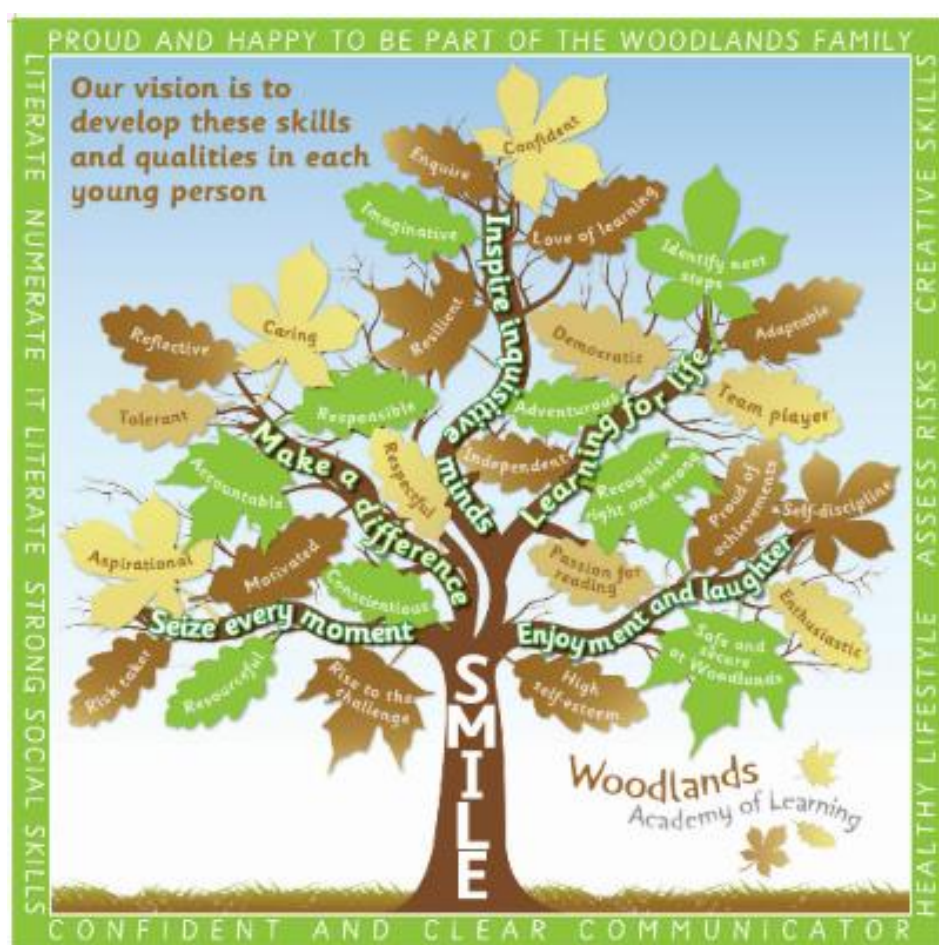
- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

This curriculum intent statement outlines how Woodlands has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

The WACI Curriculum at Woodlands!

The Vision for the Woodlands Adventurous, Creative and Inspirational Curriculum



At Woodlands Academy of Learning we believe in providing a curriculum which is broad, well balanced and delivers inspirational experiences that inspires further thirst for knowledge.

The WACI curriculum:

- Covers the National Curriculum and more...
- Embodies and actively teaches our vision - The Smile Tree (see picture)
- Is personal to the community of Woodlands, the local area and relevant to the world that our children are growing up in
- Develops children's character and personal values
- Is divided into individual subjects, teaching children the unique nature and language of each subject. From Science to Art.
- Is knowledge rich. Divided into composite knowledge and disciplinary knowledge. So we know what we expect children to learn and remember and map into their growing schemas (webs and maps in the mind that are interconnected)
- A text driven curriculum. The skill of reading underpins every subject area with texts linking to all topics to provide contextual knowledge and deepen understanding.
- Provides first hand experiences (visits and visitors) within schemes of learning that help bring the curriculum alive whilst also enriching general knowledge and providing cultural capital (General Knowledge)
- Based on National and International Subject Association's best practice
- Linked to Secondary schemes of work and examination programmes for each subject so children are ready for their next step at High School
- Designed to prepare our children for their next steps in learning and in life...
- Is delivered in accordance with the Equality Act 2010

Subject Based

- Every subject has its own policy that specifies the intent for each subject and how we implement this subject
- Each Subject has core themes that are the golden thread of each subject. Beginning in Nursery and travelling through each year. Children revisit these core themes every year, therefore developing and building their own personal schemas.
- Planning
 - Subject specific Long Term Map – specifies where and when each topic is to be taught in the Academy
 - Subject Specific Medium Term Map – specifies the content of each scheme of learning eg The Vikings. Learning is organised into a sequence of

components that build to a lesson that requires children to utilise prior learning in a different context.

- Subject Specific Short Term Map – is the lesson plan and may be in the format of the lesson presentation
- Each Subject has specified vocabulary in every unit that children need to learn, understand and spell
- The core curriculum of each subject links to end of year reports

Learning needs to be sticky: Making Learning Stick

Every scheme of learning begins with an overview of intended learning called the 'Learning Journey' The learning journey will usually be stuck into children's books so children know their big picture

We aim to ensure continuous progress for every learner through the provision of the correct level of challenge for every learner, regardless of where they are in their journey of understanding. Therefore, learners are not restricted by ability groups, groupings are fluid, lesson by lesson, ongoing assessment for learning determines when children are ready for the next stage of understanding or application of skill.

The emphasis is on deepening and widening the level of each learner's understanding to advance understanding from a basic level of understanding to an advanced level for the majority of our learners, and some learners will have a deep level of understanding. At times, some children will have additional interventions to support their learning journey. These interventions may be in one to one or in small groups. This is to ensure learning is secure and embedded, it can be drawn upon at different stages and in different contexts.

This involves repetition as learning objectives are revisited, on a regular basis, to keep learning simmering and help it stick. The tasks set and questions asked link to the hierarchy of Blooms Taxonomy to ensure the development of learner's thinking skills and continuous progress.

Our aim is to equip our children for learning for life. To immerse the Woodland values into our ethos and climate, into the curriculum, so that our children can leave as confident and resilient learners who are able to take risks and rise to new challenges. Learners who understand social etiquette and the importance of team work. Learners who will question and independently seek to drive their own understanding.

We encourage our children to be active learners, driven by curiosity as partners in their own learning. The Learning Journey is shared so that learners can influence the direction of learning. Learners are encouraged to question and reflect on their progress at each stage of learning, to recognise their strengths and identify next steps.

The WACI curriculum offers a diverse range of learning opportunities, always fun, always engaging and soaked in memorable moments.

The Curriculum is enhanced through extra-curricular activities at Woodlands: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.

- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will have a morning break and lunchtime break.

In general, lessons will be separated into core stages:

- Lessons will often begin with a 'Flashback'. Learning is a journey through the Academy and we want children to know more and remember more. Therefore, flashback tasks will link to previous learning which may be from the previous, week, previous month, previous term or previous year. The aim of this task is to ensure that children remember prior learning.
- Flashback will be followed by 'Checkpoint'. This is when teachers revisit learning from the previous lesson, providing feedback on children's progress, addressing any misconceptions.
- New learning in the lesson will be introduced in the form of a WALT (We are learning to...) As the lesson progresses, the teacher and children will develop the key learning points that they will need to remember and take from the lesson.
- Teaching will include modelling and guided work before the children begin their independent tasks when they apply this new learning.
- The plenary will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.

- Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help pupils coordinate series' of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing work that requires more complex thinking skills and a deeper understanding of the lesson knowledge.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in section 7 of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education (Jigsaw)

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- French (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject. All of these policies are accessible via the school website.

8. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

Woodlands follows the scheme: Jigsaw which is taught on a weekly basis in every class.

Jigsaw is structured into 6 half-termly Puzzles (units) with the whole school studying the same Puzzle at the same time. The Puzzles are sequential and developmental from September to July with progression built in from one year group to the next.

Six Half Termly Units:

- Being Me In My World

- Celebrating Difference
 - Dreams and Goals
 - Healthy Me
 - Relationships
 - Changing Me
- All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

9. Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Primary Assessment Policy.

10. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

13. Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is Spring 2024