

Curriculum and Qualification Policy

Amended: September 2021

Approved by Governors: November 2021

Review Date: August 2023

Reviewing Panel: Standards, Staffing and Curriculum

1. Purpose

- 1.1. The purpose of this policy is to outline the curriculum and qualifications that are offered at Woodlands School. Our curriculum is based on our overarching principles of AROE: aspiration, resilience, opportunity and excellence.
- 1.2. As an academy, whilst we are not legally obliged to follow the National Curriculum, we are committed to providing a similar curriculum offer which ensures a broad and balanced curricular experience for all pupils, which is ambitious for all. At Key Stage Four, we offer a wide range of academic and vocational courses, which offers variety and challenge, and ensures all pupils can prepare fully for their educational career beyond Year 11.
- 1.3. Pupils in Year 7 to Year 10 will follow a timetable of five hour-long lessons per school day, as well as a Tutor Time that promotes revision, literacy and oracy skills.
- 1.4. Pupils in Year 11 will follow the normal five-lesson timetable, as well as a personalised timetable of Period 6 lessons, which provides extra support to targeted pupils in the preparation for their terminal examinations. Year 11s also benefit from an extend Morning Enhancement tutor time, which again provides additional intervention to pupils in a specific subject.

2. Local Context

- 2.1. Basildon Council's Local Plan Vision (2018) states that, 'by 2034, we want to **accelerate Basildon Borough's ambition**. We want a **more prosperous economy providing employment** for all our residents, including **higher value jobs**. We need more housing and a better range of housing. We want to protect and enhance our natural environment and biodiversity, including open space. The Borough will **feel safe** and residents will benefit from **high standards of health and well-being**. We want an **improved cultural offer**, more vibrant town centres and **higher educational attainment and aspirations**. We also want **more resilient communities**, reflecting the **diversity** within the Borough.'
- 2.2. In particular, its objectives for education are:
 - 2.2.1 'To work with our partners through South Essex 2050 to **support the educational and skill improvement** of local people to ensure they can benefit more inclusively from growth, whilst helping them **realise their potential**;
 - 2.2.2 To create an education system that caters for a range of levels of education to **better support those with no qualifications** as well as those reaching a **high level of education**;
 - 2.2.3 To **attract qualified and motivated teachers** that are **flexible to meet the needs of learners**;
 - 2.2.4 To provide infrastructure to support **learning at all levels**, and in areas of the Borough that require it most;
 - 2.2.5 To deliver **learning that meets the needs of local businesses**, to grow key sectors and increase productivity, especially through **apprenticeships**;
 - 2.2.6 To **raise the levels of educational attainment and aspiration**; and

- 2.2.7 To enable people with a **higher level of education** to secure **well paid jobs**, but not forgetting **vocational training for trade** and **public service jobs**.'

3. Curriculum Intent

- 3.1. This local context, in part, informs the curriculum intent for our pupils. However our over-arching principle is that we will deliver a curriculum that is **ambitious for all**, adhering to our core values of **AROE: aspiration, resilience, opportunity and excellence**.
- 3.2. At Woodlands School, every pupil will have the foundations laid for a **lifelong love of learning**, through a **fully inclusive** and **appropriately challenging curriculum**, taught by **outstanding** and highly qualified **teachers**. Pupils will have all **barriers to learning removed**, ensuring a **safe and stimulating learning environment** where all make **outstanding progress**, allowing them the **opportunity** to be **excellent**.
- 3.3. By the end of their time with us, we have the following expectations for our pupils:

Be aspirational:

- 3.3.1 All Woodlands pupils will be well-informed and prepared to take the next steps in their education, employment or training. Pupils will be encouraged to strive towards **Russell Group universities, higher apprenticeships** and **high-level employment**, both in London and further afield. **(A1)**
- 3.3.2 All Woodlands pupils will gain the **cultural capital** to ensure they are well-rounded, well-informed individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds. **(A2)**
- 3.3.3 All Woodlands pupils, especially those with Special Educational Need or Disabilities, will be equipped with the **vital life skills** required to flourish and be excellent in adult life. **(A3)**

Be resilient:

- 3.3.4 All Woodlands pupils will be **emotionally and physically healthy**, equipped to keep themselves safe in the modern, digital world. **(R1)**
- 3.3.5 All Woodlands pupils will possess the depth of character and **resilience** to cope with set-backs and rise to challenges, whatever life throws at them. **(R2)**

Take opportunities:

- 3.3.6 All Woodlands pupils will be **highly literate and numerate**, fully confident in applying these core skills to new contexts. **(O1)**
- 3.3.7 All Woodlands pupils will be **excellent orators**, furnished with the impressive communications skills so sought after by high-level employers. **(O2)**
- 3.3.8 All Woodlands pupils will have taken opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help **foster positive relationships** and take pupils **out of their comfort zone**. **(O3)**

Be excellent:

- 3.3.9 All Woodlands pupils will be **successful in a wide range of subjects**, with a **strong academic core**, that supports their academic, creative, technical or vocational ambitions. **(E1)**
- 3.3.10 All Woodlands pupils will become **experts in their subjects**, and possess the **metacognitive skills** to continually improve their knowledge and skills. **(E2)**
- 3.3.11 All Woodlands pupils will have a **lifelong love of learning**, will **read widely** and appreciate the value of education. **(E3)**

4. Implementation

4.1 In order to deliver on our curriculum intent, it is vital that we carefully considered how we intend to implement our curriculum, always keeping our core values of **aspiration, resilience, opportunity** and **excellence** in mind.

Aspiration

- 4.1.1 A comprehensive careers curriculum will be provided to all pupils to ensure they are well-informed of their options for education, employment or training post-16. This will include, as a minimum, a two-week work experience programme, a business mentoring programme, a careers information evening and Connexions careers advice. **(A1)**
- 4.1.2 Our pupils will have their cultural horizons broadened through a range of spiritual, moral, social and cultural opportunities. A diverse programme of enrichment activities is on offer and all pupils will be encouraged to participate in at least one activity. **(A2)**
- 4.1.3 Pupils with SEND who require extra support will be provided with an ambitious curriculum offer, designed by our Learning Development team, which will ensure these pupils access an appropriately challenging curriculum whilst consolidating their progress in key skills, such as literacy, numeracy and other key life skills. **(A3)**

Resilience

- 4.1.4 Our AROE curriculum will ensure our pupils thrive as healthy individuals, who understand how to keep themselves safe both in the real world and online. This will be dedicated in dedicated AROE lessons as well as during Tutor Time sessions and weekly assemblies. **(R1)**
- 4.1.5 Opportunities will be provided to develop pupils' resilience in a supportive setting: a dedicated pastoral team of Resilience Coaches, In-School Counsellors and Heads of Year will provide bespoke support to pupils as and when needed. **(R2)**
- 4.1.6 A wide range of leadership positions are provided to all of our pupils, who are encouraged to apply for such roles as Head Boy/Girl, the Junior Leadership Team, Anti-Bullying Champions and Learning Ambassadors. **(R2)**

Opportunity

- 4.1.7 All schemes of learning across all faculties will provide pupils with the opportunity to develop their literacy and numeracy skills. **(O1)**
- 4.1.8 All schemes of learning will promote the teaching of oracy skills, and the development of oracy skills will have parity with literacy and numeracy. **(O2)**
- 4.1.9 A range of enrichment opportunities will be provided for all pupils, in the form of school trips, in-school events and a wide range of extra-curricular activities. **(O3)**

Excellence

- 4.1.10 All of our pupils will be offered a broad and balanced curriculum, which is ambitious for all. At Key Stage Four, the large majority of pupils will have the opportunity to study the EBacc, as well as a range of creative, technical and vocational qualifications. At Key Stage Three, pupils will be provided with a curriculum offer which aligns closely with the National Curriculum. **(E1)**
- 4.1.11 Our curriculum will build on the knowledge pupils gain at Key Stage Two and will prepare pupils appropriately for post-16 study or training. Strong links with both local primary and tertiary educational institutions will be fostered to ensure coherence between our curriculums. **(E1)**
- 4.1.12 Our regular learning walks will ensure the quality of teaching provided to pupils remains at an excellent standard, with a robust programme of continuous professional development for our teachers to ensure they are constantly improving their practice. **(E1)**

- 4.1.13 We will ensure our curriculum is appropriately planned and sequenced, allowing for pupils to transfer knowledge into their long-term memory over time by regularly returning to, but constantly building upon, their prior knowledge. **(E2)**
- 4.1.14 Ongoing and regular assessment, both formative and summative, will ensure teachers closely track pupils' progress, are aware of any gaps in understanding and adapt their teaching appropriately. Our assessment and feedback policy will look to maximise pupil progress without unnecessary workload for teachers. **(E2)**
- 4.1.15 Our curriculum will recognise each subject as its own discipline, which teaches a set of skills that pupils will apply to their schema of knowledge. Opportunities for cross-curricular learning will be utilised to teach pupils how to apply their learning in new contexts. **(E3)**

5. Impact

5.1. A well-designed and well-sequenced curriculum will ensure that Woodlands pupils go onto future success. Some of the ways that we will measure this impact include:

- External GCSE and other Level 2 qualification results.
- Post-16 destinations, ensuring that no Woodlands pupil becomes NEET (Not in Education, Employment or Training) after Year 11.
- Future careers destinations, including universities and employers.

5.2. Most of all, however, we will measure the impact of our curriculum on the quality of our pupils as they finish their time Woodlands, ensuring they have been furnished with the high-quality knowledge and skills they require to achieve their **aspirations**, with the strength of character and **resilience** required to flourish in the adult world, and the confidence to grasp the **opportunities** afforded to them to be **excellent** in their future careers.

6. Curriculum Structure

6.1 Key Stage Three (Years 7, 8 and 9)

6.1.1 At KS3, all of our pupils will study the full range of subjects as recommended by the National Curriculum. A Target Pathway curriculum is on offer for those pupils with SEND who require additional support in Maths, English and Science, but Target Pathway pupils will still study the full range of subjects on offer. At KS3, pupils on the two different pathways will study the following hours of each subject:

		English	Maths	Science	Lang	Geog	Hist	PE	ICT	AROE	Tech	Art	Music	Drama
KS3	Broad	3	3	3	2	2	2	2	2	1	2	1	1	1
	Target	4	4	4	1	1	1	2	2	1	2	1	1	1

6.1.2 The following subjects study our equivalent of the Key Stage Three National Curriculum, covering our equivalent of all of its content by the end of Year 8: Geography, History, a Modern Foreign Language, ICT (which covers Information Technology and Computer Science), Technology (which covers Hospitality and Catering and Design and Technology), Art and Design, Music and Drama. Some subjects on the Target Pathway (History,

Geography and their Modern Foreign Language) may cover less content than those pupils on the Broad Pathway, as more lesson time is dedicated to mastering key skills in English, Maths and Science.

6.1.3 Following advice from their teachers, pupils on the Broad Pathway will select which of the two Modern Foreign Languages they have studied during Year 7 they would like to continue studying until the end of Year 11.

6.1.4 As Year 9 is a transition year between Key Stage Three and Key Stage Four, the following core subjects cover a blend of KS3 and KS4 content in Year 9, to ensure we have covered our equivalent of the content of the KS3 National Curriculum by the end of Year 9, and have begun in that year to cover our equivalent of the content of the KS4 National Curriculum: English, Maths, Science, AROE (which covers Citizenship, Religious Education and Personal, Social and Health Education) and Physical Education.

6.2 Year 8 Options Process

6.2.1 During Year 8, pupils will undergo the process of selecting their options, which will determine their personalised curriculum structure at Key Stage Four. As part of this options process, parents/carers will be invited into school for an information evening and pupils will have the opportunity to attend options information assemblies and taster sessions at lunchtimes.

6.2.2 All pupils will have two 'free options' and can select from the following courses that are on offer (as of 2021-22):

- GCSE Art and Design
- GCSE Drama
- GCSE Film Studies
- Level 2 Music Technology
- Trinity Music (graded qualifications)
- Level 2 Sports Studies
- GCSE PE
- Level 2 Designing the Built Environment
- Level 2 Retail Business
- GCSE Business Studies
- Level 2 Creative iMedia
- Level 2 Hospitality and Catering
- GCSE Citizenship Studies
- GCSE Religious Studies
- GCSE Sociology
- GCSE Psychology
- Level 2 Health and Social Care
- Level 2 Constructing the Built Environment
- Level 2 Hair and Beauty

6.2.3 Pupils will be placed on the Red Pathway (which offers the EBacc curriculum in addition to the above two 'free' options) or the Blue Pathway (which offers a specialised curriculum to support specific pupils with SEND, identified by the Aspirations Faculty). Blue Pathway pupils will also have the opportunity to select two 'free' options from the list above. Red Pathway pupils will also select one of either History or Geography, and will continue to pursue the Modern Foreign Language they have studied during Years 7 and 8.

6.2.4 Pupils will have the opportunity to change their 'free option' choice, but in applying to do so must have a justification for this change. Pupils will only be permitted to change this 'free option' choice until the end of Autumn 1 and must commit to catching up the content they have missed in their new 'free option' subject.

6.2.5 Furthermore, any 'free option' change is at the discretion of school leaders and teachers, and applications to change a 'free option' will not always be successful.

6.3 Key Stage Four (Years 9, 10 and 11)

6.3.1 Year 9

6.3.1.1. During Year 9, our transition year between Key Stage Three and Key Stage Four, pupils will continue to study our equivalent of the content of the National Curriculum, whilst embarking on public examination courses leading to GCSE and other Level 1/2 qualifications. In some subjects (pupils' two 'free options'; Blue Pathway's Level 1/2 Creative iMedia and ASDAN courses and Red Pathway's History and Geography courses), pupils will embark on the Key Stage Four curriculum at the start of Year 9. In other subjects (English, Mathematics, Science, AROE, Core PE and their Modern Foreign Language) pupils may cover some of the Key Stage Three curriculum at the start of Year 9 before moving onto content from the Key Stage Four curriculum later in the academic year.

Curriculum Model		Core Curriculum	Option 1	Option 2	Option 3	Option 4
Y9	Red	Maths – 4hrs English Lit/Lang – 4hrs Science (Double) – 4hrs Core PE – 2hrs AROE – 1hr (2hrs for Blue)	Geography History (3 hrs)	French German Spanish (3 hrs)	Options subject (2 hrs)	Options subject (2 hrs)
	Blue		ASDAN/Life skills (3 hrs)	Options subject (2 hrs)	Options subject (2 hrs)	ICT Level 1/2 (2 hrs)

6.3.2 Year 10

6.3.2.1. It is important that our curriculum provides a broad and balanced offer for all of our pupils. However, it is also equally important that the school designs the curriculum with the best interest of its pupils at its heart, and we have a moral duty to provide the best possible chance of our pupils making excellent progress in all of the qualifications they undertake until the end of Year 11, and in particular their GCSE English and Mathematics qualifications, which are vital to their success Post-16 and beyond.

6.3.2.2. The majority of pupils will study the “EBacc” curriculum (a minimum of Mathematics, English, Science, one Humanities subject and one Language) until the end of Year 11, however this is not the appropriate curriculum for all pupils. The school is committed to ensuring the proportion of pupils studying the “EBacc” curriculum remains at or above the national average.

6.3.2.3. Throughout Year 9, teachers will monitor the progress of pupils in English, Maths, their core Humanities (History or Geography) subject and their Modern Foreign Language. If a pupil is identified as requiring additional support in Maths and English, they will be offered the opportunity to benefit from additional English and Maths lessons in Year 10 and Year 11. This will replace either their core Humanities subject or Modern Foreign Language. This pathway is known as the Purple Pathway.

6.3.2.4. Teachers will identify pupils they recommend to join the Purple Pathway; pupils or parents/carers will not be able to apply for the Purple Pathway of their own volition. Once a pupil has been identified as a possible candidate for the Purple Pathway, teachers will consult with pupils and parents/carers, and pupils will decide voluntarily whether they wish to join the Purple Pathway. If a pupil wishes to remain on the Red Pathway, they will be permitted to do so, as the curriculum should be informed by their own interests and ambitions, as well as the professional advice of their teachers.

6.3.2.5. Pupils on the Purple Pathway will study a combination of two additional hours in Maths and one additional hour in English, or two additional hours in English and one additional hour in Maths, depending upon which subject the specific pupil requires more support in, as identified by senior leaders, the Head of English and the Head of Maths.

6.3.2.6. Pupils on the Blue Pathway will also benefit from additional hours of Maths and English lessons in Years 10 and 11. This will replace one hour from their ASDAN/Life Skills lessons and one hour from their AROE lessons.

6.3.2.7. All pupils on all Pathways will study an additional hour of Science in Years 10 and 11, in place of one hour of PE.

6.3.2.8. In Years 10 and 11, depending on the Pathway a pupil has embarked upon, pupils will study the following hours of each subject:

Curriculum Model	Core Curriculum	Option 1	Option 2	Option 3	Option 4	
Y10 and Y11	Red	Maths – 4hrs English Lit/Lang – 4hrs Science (Double) – 5hrs Core PE – 1hr AROE – 1hr	Geography History (3 hrs)	French German Spanish (3 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)
	Purple	Maths – 5 or 6 hrs English Lit/Lang – 5 or 6 hrs Science (Double) – 5hrs Core PE – 1hr AROE – 1hr	Geography History French German Spanish (3 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)	
	Blue	Maths – 5hrs English Lit/Lang – 5hrs Science (Double) – 5hrs Core PE – 1hr AROE – 1hr	ASDAN/Life Skills (2 hrs)	Options Subject (2 hrs)	Options Subject (2 hrs)	ICT Level 1/2 (2 hrs)

6.3.3. Year 11

6.3.3.1. In Year 11, pupils will continue to study the curriculum structure as outlined above. In addition, pupils will be timetabled for additional hours of study as part of our Period 6 programme. Pupils will be identified as requiring these sessions based on progress and attainment data. Attendance at Period 6 is compulsory for those pupils who have been identified.

6.3.3.2. The Period 6 timetable will run as follows for 2021-22. All subjects will be on a fortnightly timetable, with the exception of Mathematics and English, which will run weekly:

Week A				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths	History Geography Film Studies Creative iMedia	English Art Photography	CPD/DEPT MEETINGS	Computer Science Citizenship GCSE PE
Week B				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths	MFL Business Retail Business DBE	English Drama Music	CPD/DEPT MEETINGS	Science

7. AROE Curriculum

7.1. The AROE curriculum covers the content required for pupils' Personal, Social and Health Education. This will include statutory requirements relating to Relationship and Sex Education and Health Education (for which the school has a separate policy). The AROE curriculum will also cover content which meets our equivalent of the content outlined in the National Curriculum for Citizenship Studies, as well as our commitment to provide the teaching of Religious Education and to promote British Values.

7.2. Parents/carers will be provided with an outline of the AROE curriculum each half-term, with a consultation period in which they may discuss any queries or concerns they have with the Assistant Head Teacher for Cultural Capital.

7.3. Parents/carers have the right to remove their child from elements of the AROE curriculum if they make a request to the Assistant Head Teacher for Cultural Capital. Parents/carers have the right to withdraw their child from the sex education element of Relationship and Sex Education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

8. Adaptations to the Curriculum

8.1. The school reserves the right to make adaptations to the curriculum for any pupil or group of pupils, where it feels this is required or appropriate. This includes both adaptations to the content covered *within* a given subject, or the curriculum offer (i.e. subjects offered) to individual pupils. The reason(s) for curriculum adaptations may be practical in nature, or may be implemented in the best interests of a pupils' progress and development. Reasons may include, but are not limited to:

- 8.1.1. Response to the disruption caused by COVID-19;
- 8.1.2. Changes to the content that an exam board will assess (this is particularly relevant during the changes exam boards have made to assessments in the light of COVID-19);
- 8.1.3. Improvements made to the curriculum during the school year, which upon consultation with senior leaders will offer an improved provision to pupils;
- 8.1.4. Practical considerations, such as the availability of resources, staffing or space;
- 8.1.5. Safeguarding/wellbeing concerns;
- 8.1.6. Pupils pursuing a reduced timetable, as agreed by senior leaders;
- 8.1.7. Consideration of the level of support/challenge a pupil or group of pupils requires;
- 8.1.8. A pupil joining the school having had a significantly different curriculum that offered at the school e.g. pupils who have studied at a school abroad;
- 8.1.9. Pupils underperforming in core subjects (e.g. Maths, English and Science) and requiring additional intervention to promote their academic success;
- 8.1.10. Pupils requiring specific intervention related to their Special Educational Needs or Disabilities, such as Speech and Language Therapy, literacy intervention, numeracy intervention or any other intervention as appropriate;
- 8.1.11. Looked After Children who require 1:1 tutoring in English and Maths.

9. Remote Curriculum

- 9.1. All pupils at the school have the right to access the full curriculum in the event that they are required to self-isolate due to the guidelines they must follow in relation to COVID-19 restrictions.

- 9.2. Teaching staff should provide learning resources online via Microsoft Teams for all self-isolating pupils. These should mirror as closely as possible the content of the lesson being covered in school, but only where this is possible. The resources provided to self-isolating pupils should follow their normal school timetable. These resources may be PowerPoints, Word documents, links to appropriate websites or anything else of educational value.
- 9.3. Self-isolating pupils are required to turn in their completed work via Microsoft Teams, unless they are too ill to do so, in which case exceptions will be made.
- 9.4. Self-isolating pupils have the right to feedback on work they have completed remotely, in line with the school's feedback policy.
- 9.5. In the event of another school closure due to COVID-19, the school will provide a full curriculum to pupils via video lessons on Microsoft Teams, as outlined in the school's Remote Learning Policy.

10. Home Learning

- 10.1. Home learning is a vital aspect of the curriculum which ensures pupils revisit what they have learnt during normal school time and are regularly recalling knowledge and skills which will promote their progress across all subjects.
- 10.2. It is a compulsory requirement of the school curriculum that pupils complete their home learning as directed by teachers and senior leaders. Failure to complete home learning will result in sanctions, which pupils are required to complete.
- 10.3. Home learning extends to both the RAW Knowledge (Tassomai) home learning programme, as well as any other home learning tasks set by individual class teachers. Pupils are required to complete their Tassomai daily goals on every school day they have been present within school.
- 10.4. Daily home learning tasks are set on the Tassomai home learning programme and additional home learning tasks are provided on Microsoft Teams.
- 10.5. Exemptions from sanctions for failure to complete home learning tasks can only be granted on the grounds of safeguarding/wellbeing concerns or challenges related to a pupils' Special Educational Needs or Disabilities. Such exemptions will always be temporary in nature, and the school reserves the right to remove these exemptions at any point. Requests for exemptions can only be granted by a member of the Senior Leadership Team.

11. Monitoring and Evaluation

11.1. The curriculum provided by the school should constantly be in a process of monitoring, evaluation and improvement. Dedicated time is provided within departments to evaluate and improve the curriculum at regular intervals, and training on curriculum development is provided to teachers and other staff on a regular basis as part of the school's Continued Professional Development

programme. Senior leaders will meet with Heads of Faculty and Heads of Department to both review the curriculum of the current term and discuss plans for the delivery of the curriculum next term.

11.2. In every subject, teachers should have considered and outlined the provision of the following within their curriculum:

11.2.1 Intent: teachers should have outlined why a particular topic is being taught, what outcomes (both quantitative and qualitative) it promotes for pupils, and how it helps to promote what the school is trying to achieve for its pupils, as outlined in both the Woodlands Curriculum Intent and an individual department's Subject Intent.

11.2.2 Sequencing: teachers should have considered and articulated why a topic is being taught at a given point, how it fits into the sequence of the curriculum overall, how it builds on what has been taught previously, how it will provide the foundation of what is taught next, and how the progress of pupils will be maintained throughout.

11.2.3 Learning objectives: teachers should have considered what thinking skills they are developing within their pupils in each lesson, and ensured that these increase in challenge.

11.2.4 Content: teachers should have suggested activities which help to promote the learning objectives of each lesson, to support less experienced teachers, or staff supporting teachers within lessons.

11.2.5 Resources: teachers should have a bank of resources which can be appropriately utilised in lessons.

11.2.6 Differentiation: all lessons should be adapted to a class' specific needs, with opportunities for stretch and challenge provided in every lesson, and additional support for those pupils who require it. This may require a variety of reaching approaches and classroom organisation.

11.2.7 Interleaving: opportunities to recall prior learning should be carefully planned and provided in each lesson. This recall of prior learning should not necessarily relate to the main topic of a given lesson, as it is important that pupils are regularly provided opportunities to instil prior learning into their long-term memory.

11.2.8 Formative assessment: teachers should carefully plan how opportunities can be taken to assess pupils' learning within a lesson, and adapt where necessary.

11.2.9 Literacy skills: all teachers should find opportunities to promote literacy within their subject's curriculum.

11.2.10 Numeracy skills: all teachers should find opportunities to promote numeracy within their subject's curriculum.

11.2.11 Oracy skills: all teachers should find opportunities to promote oracy within their subject's curriculum.

11.2.12 Cultural capital: it is the responsibility of all subjects to provide opportunities to develop pupils' cultural capital, which offers them experiences both within and outside of the classroom that their wealthier peers may benefit from outside of school.

11.2.13 Cross-curricular: all teachers should have an assured understanding of how their subject's curriculum relates to pupils' learning elsewhere, and should take steps to collaborate with other

departments to ensure teaching of interrelated topics complements each other, a similar approach is taking to deliver similar content and topics are sequenced across subjects in the most logical way.

- 11.3. Senior and middle leaders will monitor the teaching and learning through lesson visits, learning walks and work sampling. Senior and middle leaders will refer to curriculum documentation when evaluating teaching, to ensure teachers are delivering content in a clear sequence, which promotes pupil progress. They will also evaluate how all of the above elements of the curriculum are being put into practice.

12. Extra-Curricular Opportunities

- 12.1. Woodlands School aims to make a range of trips and experiences accessible to pupils, which enhance their learning and promote their cultural capital, without affecting their academic progress. Extra-curricular activities are vital in supporting the curriculum and broadening pupils' horizons. A large variety of different extra-curricular opportunities are available and can be viewed on the school website. All pupils are encouraged to engage in some form of extra-curricular activity.
- 12.2. Academically, in order to promote pupils' progress throughout the time at school, the following opportunities are also available via the Holiday Learning Programme: extra revision sessions are provided at October half-term, February half-term, Easter holidays and May half-term.

13. Department Responsibilities

- 13.1. Departments, in consultation with senior leaders, should take regular opportunities to evaluate, develop and improve their curriculum. Schemes of Learning should be considered a live documents, which teachers are constantly in the process of adapting and improving. All departments have created their Subject Intent document, which should clearly outline, in addition to examination success, what they expect pupils to achieve through the delivery of their curriculum. All Schemes of Learning should be developed with this intent in mind, as well as the whole-school Woodlands Curriculum Intent.
- 13.2. Departments are expected to use their Schemes of Learning as the framework through which they create lesson resources. All teachers have a responsibility to develop these resources, personalised for their class' needs, and ensure they follow the sequence of the agreed curriculum as appropriate, in order to achieve the agreed outcomes.

14. Parents' and Carers' Involvement in the Curriculum

- 14.1. The school promotes the involvement of parents and carers within the school and welcomes their feedback on the school curriculum. Parents and carers should play an active role in their child's educational progress, through an effective home/school partnership. This includes, wherever possible: attendance at Parent/Carer Consultation Evenings; discussions with their child when reports are provided; supporting the school to ensure home learning is completed and sanctions are sat where necessary; attendance at other school events, such as Academic Board Meetings and Supporting Success Evenings

and supporting their child with a clear revision timetable in the run up to important assessments. The Head Teacher is also available to meet with parents/carers upon appointment.

15. Trustee Involvement in the Curriculum

15.1. The trustees of Woodlands School is a vital part of the process of curriculum development and delivery. They should be actively involved in the monitoring and evaluation work of the school, providing another stakeholder's perspective. Their involvement may include: approving any major curriculum changes; critiquing senior leaders' plans for curriculum development and offering feedback; monitoring and evaluation of lessons; ensuring the school meets all statutory requirements within the curriculum and ensuring the school provides its own appropriate alternative to the National Curriculum, which provides the same breadth and balance.



Signed: _____
Head Teacher

Dated: 30/11/2021



Signed: _____
Chair of Trustees

Dated: 30/11/2021

