



WELLSWAY
SCHOOL

Curriculum Policy

For review by: Vice Principal (Progress)

Approved by: SLT

Date of last review: November 2021

Date of next review: November 2023

1. Rationale

- 1.1. As an academy Wellsway School is not required to follow the National Curriculum, however, our curriculum is broadly shaped by it.
- 1.2. Our curriculum has been developed in accordance with the Futura Learning Partnership Curriculum Framework for learners in EYFS to Key Stage 5
- 1.3. The Wellsway curriculum is made up of all the learning and other experiences that we plan for our students.
- 1.4. Wellsway School's philosophy is very much one of inclusive teaching and learning.

2. Context

- 2.1. The central philosophy on which the curriculum of Wellsway is based is that all students are of equal worth and that each has an entitlement to a properly planned and delivered education that is broad, balanced, relevant, coherent and differentiated.
- 2.2. **Intent:** The school curriculum has been deliberately designed to give students access to the knowledge they are entitled to, as set out in national curriculum at Key Stage 3, and a broad and ambitious curriculum at Key Stage 4 and 5 – providing them with the cultural capital needed for success in life. This is underpinned by the Futura Learning Partnership Curriculum Framework for learners in EYFS to Key Stage 5. The curriculum model at Key Stage 3 has been designed to build from students' experience at Key Stage 2, in liaison and collaboration with primary phase leaders from across the trust, and to support students' transition from primary school. All Key Stage 4 students are given the opportunity to choose an EBacc curriculum and the curriculum model at Key Stage 3 has been reviewed to ensure students finish Year 9 with the literacy and numeracy skills necessary for this academic route.
- 2.3. **Implementation:** Course programmes of study and schemes of learning have been designed to help students' long term memory of subject content – with revisiting and recapping previously taught material and linking across topics and subjects to help students make connections across different areas of the curriculum. Curriculum Directors have worked together to consider the order of topics taught to ensure fluency and cohesion across teams and year groups.

Assessment is planned for to not only promote progress – to embed and develop key knowledge and skills and to diagnose students' weaknesses and areas of strength to inform planning, but also in consideration of staff workload. Written feedback is planned for and used only to inform students of how to improve, and students act upon this with 'Go Green' and 'ABC'.

Curriculum materials are selected according to the curriculum intent, with consideration of workload and necessary rigour/ challenge and, where, necessary, accessibility for students with SEN/D. Questioning is targeted and used to develop skills and knowledge and to provide challenge. Literacy is a priority for all curriculum areas, and all teachers understand that they have a crucial role in ensuring its effective delivery to ensure students are successful both at school and in adult life. In order to raise standards and attainment across the curriculum, teams consider how to improve reading, writing, oracy and vocabulary in a way that is appropriate for the curriculum area.

Our teachers are highly trained and skilled practitioners. Subject knowledge is of paramount importance in recruitment and in considering staffing and CPLD requests – each Curriculum Director completes a subject knowledge audit of their team before writing their Improvement Plan to ensure teachers deliver academically sound and rigorous programmes of study.

- 2.4. The curriculum is designed and taught with the intention of ensuring that all students read to an age-appropriate level and fluency.
- 2.5. The curriculum aims to promote students' spiritual, moral, social and cultural development (SMSC).
- 2.6. Personal, social and health education (PSHE) is delivered across the curriculum in subject lessons, during tutorial periods with form tutors, and also in discrete specialist sessions.
- 2.7. The curriculum aims to develop students' awareness of British values.
- 2.8. Careers education, information, advice and guidance (CEAIG) is delivered by a combination of Wellsway staff, independent advisers and visiting institutions, including employers.
- 2.9. The curriculum helps prepare students for the opportunities, responsibilities and experiences of life.
- 2.10. The school has a particular commitment to equal opportunities. There is ambition for all learners and the curriculum is not narrowed or reduced for SEND students.
- 2.11. In addition to the taught curriculum we offer an extensive programme of extra-curricular activities.

3. Organisation

- 3.1. Procedures are put in place to ensure that our curriculum is delivered through a two week, fifty period timetable.
- 3.2. A common curriculum is followed by all students for the first three years; art, drama, English, geography, history, mathematics (including computing), music, physical education (including dance), religious studies, science, technology (including textiles, resistant materials and food), French and Spanish.

- 3.3. We allow our students to make guided choices as they go into Year 10 with students taking a range of option subjects which lead to examinations at GCSE. We have developed alternative pathways for students who want a stronger vocational bias or need additional support in basic skills.
- 3.4. In Years 12 and 13 there are GCE A Level and equivalent courses in a diverse range of subjects. Students are also supported in studying for resits of mathematics and English GCSEs where necessary. All Sixth Form students participate in an enrichment programme. Sixth Formers also have opportunities to take part in a wide variety of community action projects and sports in addition to their academic studies.
- 3.5. The Futura Partnership collaborative sixth form allows for greater variety in the subjects offered to students through the delivery of courses in consortium, enabling students to widen their choice by travelling to our partner centres, IKB academy and SBL academy.
- 3.6. It is intended that each student will follow a curriculum relevant to their own particular needs and level of ability, to ensure that achievements are commensurate with expected progress, based on data supplied by Fischer Family Trust, DfE (for example Progress 8 and L3 value added scores) and other sources.
- 3.7. Students experiencing learning difficulties may be offered a curriculum containing variations which take account of their identified special needs.
- 3.8. Students who qualify for the Pupil Premium grant, will receive additional support as detailed in our annual statements. Identified students will also receive support from schemes such as COVID-19 catch-up, NTP and 16-19 tuition.
- 3.9. Cross curricular elements, including PSHE, SMSC, CEIAG and British values, are delivered through the subject content of lessons, the tutorial programme, assemblies and discrete activities for year groups or identified groups of students. In KS5, PSHE lessons are discretely timetabled.

4. Monitoring, Evaluation and Review

- 4.1. The school will monitor the impact of the policy using a range of methods and information including:
 - Student progress and attainment, and end of Key Stage collective outcomes, in the context of the curriculum offered
 - Subject time allocations
 - The number and type of courses studied by each student.
 - Staff comments, as well as those from other stakeholders.
 - Curriculum Team self-evaluations.
- 4.2. The Vice Principal (Progress) monitors and reviews this policy through dialogue with stakeholders and will presents to SLT for approval no later than November 2023.

D Cooper

Vice Principal (Progress)

1st November 2021