

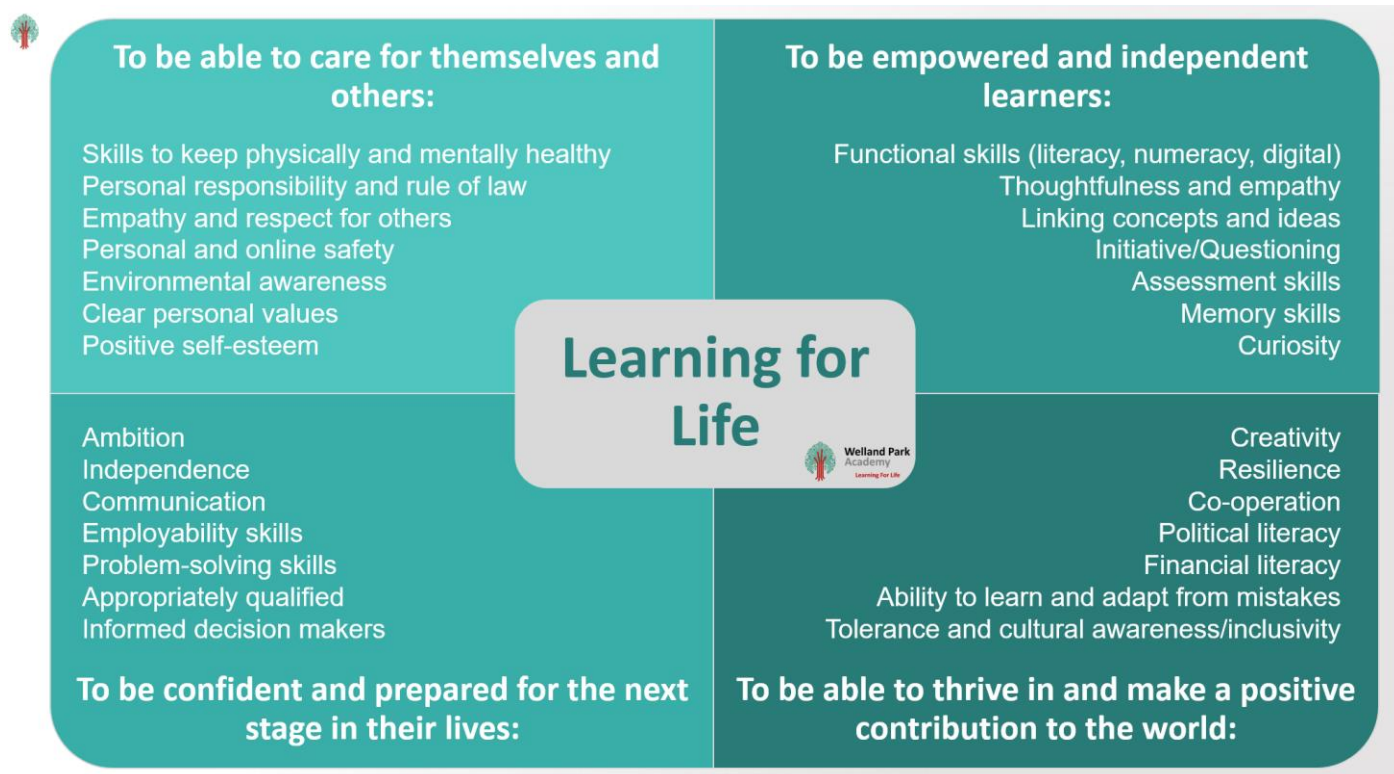
CURRICULUM POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	n/a
Next Review Due	September 2025
Agreed with Teacher Trade Unions and Professional Associations	n/a

Curriculum Intent

At WPA, we want our students to leave embodying the ethos of “Learning for Life” with the following skills and knowledge:

1. To be able to care for themselves and others
2. To be empowered and independent learners
3. To be confident and prepared for the next stage in their lives
4. To be able to thrive in, and make a positive contribution to the modern world



1. To be able to care for themselves and others:

Students need to be able to leave our school able to cope with life’s challenges but also aware of other people with whom they share the world. In order to do this they will need the following knowledge and skills:

- Skills to keep physically and mentally healthy
- Personal responsibility and rule of law
- Empathy and respect for others
- Personal and online safety
- Environmental awareness
- Clear personal values
- Positive self-esteem

2. To be empowered and independent learners:

The intent of this area is to make sure that our students leave having learned and acquired more knowledge and skills and having developed as young people. Most importantly, this area means that they will be ready, able and willing to learn outside school and for the rest of their lives. In order to do this they will need the following knowledge and skills:

- Functional skills (literacy, numeracy, digital)
- Thoughtfulness and empathy
- Linking concepts and ideas
- Initiative/Questioning
- Assessment skills
- Memory skills
- Curiosity

3. To be confident and prepared for the next stage in their lives:

After keeping their children safe, the most important thing a school will do is prepare students for what comes after school. If our students are to be higher education and work ready, they will need the following knowledge and skills:

- Ambition
- Independence
- Communication
- Employability skills
- Problem-solving skills
- Appropriately qualified
- Informed decision makers

4. To be able to thrive in, and make a positive contribution to the modern world:

Life cannot be led in isolation and understanding the power and value of communities is essential to a successful life. To take part in active life as a global citizen, our students will need the following knowledge and skills:

- Creativity
- Resilience
- Co-operation
- Political literacy
- Financial literacy
- Ability to learn and adapt from mistakes
- Tolerance and cultural awareness/inclusivity

We proudly believe that entitlement means entitlement and no group should be disadvantaged by cutting the curriculum. We are proud to create different journeys to the same end points to reflect our students' needs.

September 2023

Curriculum Implementation- operational

Our KS3 curriculum is ambitious for all students, covering all aspects of the National Curriculum in addition to content specific to our local context.

The time allocation for subjects at Key Stage 3 for 2023-24 is:

Subjects	Year 7	Year 8	Year 9
	No. of Periods	No. of Periods	No. of Periods
DT	2	2	2
Art	1	1	1
English	4	3	4
Drama	1	1	0
Humanities	3	4	4
ICT/Computing	2	1	1
Mathematics	3	3	3
MFL	2	3	3
Music	1	1	1
PE	2	2	2
Science	3	3	3
Citizenship	1	1	1
Total	25	25	25

The time allocation for subjects at Key Stage 4 for 2023-24 is:

Subjects	Year 10	Year 11
	No. of Periods	No. of Periods
English	4	4
Maths	4	4
Science	6	6
Citizenship/PSHCE	1	1
Core PE	1	1
Option A (guided choice)	3	3
Option B (guided choice)	3	3
Option C (guided choice)	3	3
Religious Education/ICT	Enrichment Days	
Total	25	25

The Citizenship/PSHCE programme is delivered in one period per week throughout the year and is taught largely by the form tutor. Specialist teaching is used for selected topics in the PSHCE curriculum.

The Key stage 4 curriculum is based on the core curriculum of English Language, English Literature, Maths, Citizenship, PE and double or triple Science, plus 3 option subjects. Statutory CICT and RE are covered in KS4 through our enrichment days. In addition to provision of adequate time for each subject, we acknowledge the need to provide a balance of teaching styles and learning opportunities. A programme of Curriculum Enrichment activities are offered to all students throughout the year through theme days, Citizenship and Challenge days. In this way, over the key stage, students have a variety of opportunities to experience and develop their capabilities as learners and the wherewithal to prepare for, and partake fully of, the curriculum at key stage 4.

Curriculum Impact

We assess and evaluate the impact of our curriculum in a number of ways, including:

- GCSE results analysis including key educational groups
- Regular marking and feedback
- Regular use of Assessment for Learning
- Subject Focus QA weeks
- Learning walks
- Book scrutinies
- Lesson observations
- Internal data collection and analysis
- Student/parent/staff voice
- Post 16 destination analysis
- Engagement in the enrichment programme
- Tracking of achievement/behaviour points
- Tracking of commitment to learning scores
- Tracking of attendance

Our analysis of curriculum impact feeds directly into our curriculum planning and delivery through our staff CPD programme.