CURRICULUM AND LEARNING

The WCSA Curriculum

The WCSA Curriculum will...

1. Be **HIGHLY PERSONALISED**. Students will have great scope to tailor the curriculum to their learning needs and interests. Students will have significant choices about the curriculum they follow. Individual Advice and Guidance will always support these choices.

2. Encourage students to develop **POSITIVE ATTITUDES** and a sense of responsibility towards themselves, their environment, other people in the community and other cultures.

3. Expect **OUTSTANDING ACHIEVEMENT**. Students will have every opportunity to gain the qualifications needed to maximise their life chances beyond WCSA.

4. Promote the acquisition of **LIFE SKILLS**, including Personal, Social, Careers and Health Education (PSCHE). Furthermore, students will develop key skills of communication, ICT, number and word. Through this approach, WCSA students will be well prepared for life and work in the 21st Century.

5. Create and enforce a clear and rigorous expectation in promoting the fundamental **BRITISH VALUES** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs, different faiths and no faith.

6. Be **ENGAGING AND RELEVANT** for all students. Through high quality, inspirational and memorable learning experiences students will develop a life-long love of learning.

7. Allow **PROGRESSION**. At all stages students will follow courses and programmes of study that will leave them qualified and well-equipped for the next level of learning: at WCSA, in post-16 education and the world of work.

8. Promote **HIGH ASPIRATIONS**. All students will be encouraged to strive to fulfill their potential and their achievements will be recognised, valued and celebrated.

The Lower and Upper School Curriculum

Year 7	Hours per week	Year 8	Hours per week
Maths including arithmetic	4	Maths	3
English	3	English	3
Science	3	Science	3
Humanities	4	Humanities	4
PE	2	PE	2
ICT	1	ICT	2
MFL (Spanish or French) *	3	MFL (Spanish or French)*	3
Drama	1	Drama	1
Art	1	Art	1
Music	1	Music	1
DT	2	DT	2
	25		25

Year 9	Hours per week	Year 10	Hours per week
Maths	4	Maths	4
English	4	English	4
Science	4	Science	4
History / Geography option	2	PE / RS	4
PE	1	Option E	3
ICT	2	Option D	3
MFL / Alternative course	2	Option F**	3
Drama	1		25
Art	1		
Music	1		
DT	2		
RS	1		
	25		

* A small cohort (students with a reading age of below 8 years 0 months) access an alternative curriculum for 3 hours per week.
** Including triple science

Year 11	Hours per week
Maths	4
English	4
Science	5
RS / RS & Maths	2
P.E	1
Option E	2
Option D	2
Option F **	2
Option G	3
	25

** Including triple science

Current Options List	
Fine Art	Music GCSE
Digital Art	Citizenship GCSE
Music Practioners	Spanish GCSE
Business Studies GCSE	PE Cambridge Nationals
Business Studies BTEC	Triple Science
French GCSE	DT (Textiles)
Computer Science GCSE	DT (Food)
Spanish GCSE	DT (RM)
Geography GCSE	DT (Graphics)
History GCSE	ICT Practitioners BTEC
Core Booster (for identified students only	Child Development

We are a school centred at the heart of our community. We are relentlessly positive in providing every student with a high quality education resulting in their self-confidence, self-belief, immediate and future success. We set high standards which are achieved.

Curriculum Principles:

- All students to maximise their potential across all subjects
- A delivery based on 19 sequential Learning Cycles running from Year 7 until GCSE examinations at the end of Year 11 that have taken into account prior knowledge from Key Stage 2
- A breadth and depth of curriculum
- All students to follow a Religious Studies curriculum over the course of the 19 Learning Cycles
- Personal, Social, Careers and Heath Education is supported and embedded through the student experience
- A structure that accommodates the 'English Baccalaureate' for students, where appropriate
- Learning cycles are age appropriate and designed to support students to be able to 'know', 'understand' and 'do'
- Robust assessment that identifies secured knowledge and where learning needs to be revisited
- Opportunities are taken to develop literacy, numeracy and ICT through the teaching of individual subject areas
- A consistent lesson delivery structure across the school to maximise learning time and accelerate progress

Key Stage 3:

All students start by following a common curriculum of English, maths, science, art, drama, geography, history, ICT, music, physical education, religious studies, and Design Technology. In addition to this students start either French or Spanish in Year 7. In Year 9, students currently choose to specialise in history or geography, although this changes for 2020 when they will not make this choice until the end of Year 9. Further opportunity is given for the personalisation of the curriculum for those who require more support with literacy and numeracy.

Key Stage 4:

Our Key Stage 4 curriculum is broad so that students can experience a range of opportunities across the curriculum. It is balanced as we believe it is unwise for students to narrow their options too quickly. It is relevant to students' individual needs and to the demands of a rapidly-changing world.

Students have additional time for the core subjects of English and maths. We feel it is right that all students study religious studies and are examined, where appropriate. Curriculum physical education delivery recognises the importance of health and fitness in our lives. Students are selected for double or triple science according to their ability and personal preference; this is a consultative process.

Our curriculum offers flexibility and choice within a guided structure. In response to the great demands of GCSEs, the options are fewer than in previous years but are given more time to enable study in greater depth. Within this framework, which can accommodate the 'English Baccalaureate', students can take up to nine GCSEs according to their abilities.

In creating our offer, we are careful to listen to student demand and where possible we will find creative ways to facilitate courses where student numbers are small, for example extra-curricular GCSE drama. Central leaders conduct regular student voice sessions.

Wider student experience:

Equally important to our taught curriculum is the breadth and depth of experiences that enable personal and social development.

These include: work experience at Key Stage 4, international and national trips, a wide range of extra-curricular clubs, opportunities for the Duke of Edinburgh Award, fundraising events, supporting others, student leadership roles, representing the school at a wide range of sporting events, music performances, a science fair, participation in drama productions, Science, Technology, Engineering and Mechanics visits, university trips, the Carnegie Reading Challenge and the National Schools' Maths Challenge.

Strategic intent

With the shared involvement of every individual, we aspire to be a confident outward-looking school community in which every member:

- Unites in a shared vision of valuing democracy
- Promotes and is protected through the safeguarding of emotional and physical wellbeing
- Promotes the very best in effort and resilience without compromise
- Supports the highest academic achievement and progress
- Is supported, challenged and equipped for the future
- Values and takes responsibility for themselves and others
- Relies on and builds support and lasting relationships

Our School Charter underpins the success of our aims. We all have the shared responsibility to uphold the following rights:

1. The right to a positive learning environment free from disruption
2. The right to the opportunity to achieve and progress both within and outside of the classroom
3. The right to be looked after based on individual need
4. The right to expect that all students are put first, in line with the school ethos "students first"
5. The right to be treated with respect
6. The right to express who you are, as long as it does not offend others
7. The right to freedom from bullying, fear, physical harm or theft
8. The right to feel safe and protected
9. The right to strong mental health provision
10. The right to enjoy a school with a positive reputation

Curriculum 2019 – 2022

Capitalising on the freedom afforded to students through the Learning Cycles curriculum structure as we transition to a two year upper school, students graduating in 2022 will choose options choices at stages throughout their academic career at WCSA.

We believe that our students deserve a range of competencies in order to thrive in the world post-16.

- All students will develop a competency in either French or Spanish (selected in Year 7) with most taking this to a GCSE level
- All students will study either history or geography (or both) at GCSE
- Creative subjects: art, drama and music will be studied throughout Year 9 with the option to continue towards GCSE made at the end of Year 9
- Current Year 9 students spend a full year studying a DT subject rather than continuing to study on a carousel structure. Year 9 (2020) will revert to the carousel
- At the end of Year 9, students will make their option choices. These will be careers-inspired option choices which will help students focus their direction for post-16 routes
- The majority of students will be encouraged to complete the Ebacc formula. At WCSA we believe that the Ebacc route, English, maths, science, MFL and a humanities subject, enhances prospects for entering higher education, increases career opportunities and most importantly provides the breadth and challenge of study that will prepare students well for later life

Modular Curriculum

From September 2017, our curriculum will have a modular approach. We have divided our academic year into four Learning cycles of nine weeks each. Each cycle is divided into seven teaching weeks, one assessment week and a super teaching week. The table below explains how the cycles are organized and divided.

Learning Cycle
Cycle 1 – Week 1
Cycle 1 – Week 2
Cycle 1 – Week 3
Cycle 1 – Week 4
Cycle 1 – Week 5
Cycle 1 – Week 6
Cycle 1 – Week 7
This will be the main teaching block for each cycle. Students will know in advance what they are learning and how they will be assessed.
Assessment Week
During this week, the students will be assessed on their learning from the previous seven weeks. This will take place across the curriculum and year groups.
Super Teaching Week
After marking the assessments, teachers will re-teach curriculum areas, making sure that there are no knowledge gaps.

Rationale for the Modular Curriculum

- Consistency with Teaching & Learning across the curriculum and different year groups
- **Address the demands of the new and more rigorous GCSEs**
- Improve the students' capacity for revision and exam preparation from early years
- Opportunity for teachers to plan thoroughly for the demands of the new GCSEs
- Transparent assessment cycles
- **Greater emphasis on knowledge (new GCSEs)**

Home Learning

Home learning is part of the modular curriculum approach. For each cycle, all students, across the years, will receive a homework booklet for all of their subjects.

Step 1. Students receive a homework timetable.
Step 2. Students receive a homework booklet for all of their subjects. This sets the homework for next seven weeks.
Step 3. The timetable indicates by when the task should be completed.
Step 4. The subject teacher will check homework during the next available lesson.

Each task will be labelled as Week 1 or Week 2 so you know when a student needs to complete what.

Tasks will be clearly labelled as research or consolidation. It is normal to ask students to research new knowledge or have a task that can consolidate their knowledge from their lessons. There will be space at the end of each task for parental comments. The booklet will include useful websites for students to do their research.

Home Learning Timetable

Year 7

Monday	Tuesday	Wednesday	Thursday	Friday
English	Humanities	Maths	English	science
Art	MFL	Computer Science	DT	

Year 8

Monday	Tuesday	Wednesday	Thursday	Friday
English	DT	Maths	English	science
Art	Humanities	Computer Science	MFL	

Year 9

Monday	Tuesday	Wednesday	Thursday	Friday
Block E		Block D	Science	Block F
Maths	RS	RS	English	

Year 10

Monday	Tuesday	Wednesday	Thursday	Friday
Block D	Block E	Block G	Science	Block F
	Maths	RS	English	RS

Year 11

Monday	Tuesday	Wednesday	Thursday	Friday
Block F	Block G	Block D	English	Maths
RS		Science	RS	

Curriculum Enrichment

The WCSA Curriculum goes far beyond formal lessons. We have two Curriculum Enrichment days per school year where normal lessons are suspended for a programme of enrichment events. These include a number of field trips, PSCHE activities and recreational activities, part of a rewards system. Careers education takes place for all year groups. Year 10 students undertake a work experience week.

The Period 6 Enrichment (after school clubs) programme offers an extensive and varied range of activities throughout every week of the school year. These include enriching and extending the learning of students through clubs and extra subjects. We have a number of successful and well established residential trips including a languages and humanities trip to World War I battlefields, a languages themed trip to France, a ski trip and a history trip to Berlin.

Cross Curricular Themes

Teachers at WCSA are teachers of children as well as experts in their subject areas. Alongside subject skills and knowledge, WCSA teachers teach important cross-curricular themes. These include British Values, PSCHE, e-safety, literacy and numeracy. These themes are also explicit in the assembly programme. The tutor sessions deliver a culturally enriching reading list and a mental health course.

<u>LEARN POLICY</u>

Principles

This policy is based on the following principles:

- Each student has great potential to learn
- Every student and teacher is responsible for his or her own learning and is responsible for supporting the learning of others
- Learning outside the classroom is an important element in the learning experience at school
- Group learning is as important as individual learning
- Students and teachers have individual learning styles that influence their learning potential and learning outcomes
- Everything is a learning experience, including mistakes
- Alongside subject knowledge, life development skills such as PLTS, SEAL, numeracy and literacy are a vital aspect of learning
- Students can be given individual strategies to overcome barriers to learning
- There is often more than one answer
- Challenging thinking is good for learning
- All students should be sensitive to the learning of others

Definition
At WCSA we believe that learning is the process of acquiring new knowledge and skills and the ability to apply these in different contexts.

Specific Aims of this Policy
- To encourage independent lifelong learning
- To teach students how to learn effectively
- To enable every student to achieve their full potential

Specific Guidance
Teaching staff are responsible for planning and teaching structured lessons that reflect the detailed guidance in the WCSA 5-part lesson (LEARN) document.

Part 1: **L**ink   Learning must be set in context

Part 2: **E**stablish   Learning activities must be set up effectively

Part 3: **A**chieve   Students must be given opportunities to develop new skills and knowledge through varied learning activities

Part 4: **R**eview   Students must have opportunities to demonstrate new learning and assess progress

Part 5: **N**ext Steps   Students must be asked to think about what they have achieved in relation to the big picture and where they are going next with their learning

It is the duty of all teaching staff to ensure that they provide appropriate challenge for all through the delivery of lessons which are matched to the abilities and learning styles of the students for whom they are responsible.

All faculties must have clear Schemes of Learning showing how learning will be delivered in their area. These schemes will show how both intrinsic subject knowledge and skills as well as broader 'life development skills' such as PLTS, SEAL, literacy and numeracy are delivered.

Linked Documents

LEARN 5 Part lesson guidance, LEARN lesson planning and observation sheets, Curriculum Policy, More Able Policy, Behaviour Policy, Assessment Policy.

Monitoring the Effectiveness of the Policy

Evidence of excellent provision for our learners will include Leadership Team and Central Leaders' lesson observations and book sampling. Additional evidence will be faculty evidence portfolios, student voice feedback, schemes of learning and programmes of study. The chain of responsibility for the provision of excellent learning opportunities starts with the classroom teacher, thence onward to the Central Leader, Leadership Team, the Principal and the Governors Deep Learning sub-committee.

CPD

The school's "Coaching 15" programme is the vehicle for staff development. All staff receive 2 coaching sessions per half term. This is directly linked to the areas of the five-part lesson. Staff receive immediate feedback, detailing one concise, actionable step (again relation to the episode of the lesson seen in the coaching session).

The school collates the coaching information and staff are directed to the appropriate CPD session relating to need. Subject specific CPD takes place in faculties at designated points throughout the year.

LEARN—The WCSA 5 Part Lesson

Throughout the WCSA 5 Part lesson

- Create an attractive and tidy learning environment
- Give thought to a seating plan (often boy / girl)
- Get to know students as individuals, build positive relationships
- Use Student Voice input to shape lessons
- Ask students for views on the lesson
- Where appropriate, give students responsibility for leading parts of lessons
- Adapt SOL to needs of actual students in the class
- Encourage students to sip water
- Play music where appropriate
- Use positive language
- Use the language of learning
- Consider not just what we have learnt but how we have learnt
- Model good behaviour
- Look like you are enjoying it (even when you are not!)
- Sense of humour
- Be aware of body language
- Employ good listening skills
- Take risks and push boundaries
- Teachers and students can make mistakes (and learn from them)
- Convey enthusiasm
- Be animated
- Emphasise fun / enjoyment
- Have high expectations
- Offer good encouragement
- Offer high levels of reward
- Ensure rewards outnumber sanctions (at least 3:1)
- Acknowledge students' successes—spot them being good
- Encourage healthy lifestyles as appropriate

LEARN—The WCSA 5 Part Lesson
What is expected in a WCSA lesson?

Part 1

Link … To engage the students and set the learning in <u>context</u> by:

- Meeting and greeting students promptly
- Ensuring students remove bags and coats
- Engaging students the moment they enter the classroom with a silent starter.
- Showing how the lesson relates to previous learning, "Last lesson", "This term"
- Illustrating how the lesson fits into the unit of learning
- Making links to exam or coursework requirements as appropriate
- Reminding students of the relevance of the unit of learn

Part 2

Establish … To effectively <u>set up</u> the learning activities by:

- Recording, explaining and discussing **Learning Objectives**
- Using the house style of "By the end of the lesson I will *be able to / know/ understand* …"
- Regularly setting an additional learning outcome related to PLTS or SEAL
- Teacher explanation and exposition
- Establishing **Success Criteria—**how will learning being assessed?
- Whetting the appetite
- Establishing expectations for Home Learning

Part 3

Achieve … To <u>develop</u> new skills, knowledge and understanding by:

- Facilitating learning activities which allow students to make progress towards the stated Learning Objectives, appropriate to their ability
- Within lessons and over a series of lessons setting up a variety of activities to cater for all learning styles including visual, auditory and kinaesthetic (VAK)
- Where appropriate, using strategies from students' IEPs to successfully engage students with the learning
- Lively, challenging pace
- Verbal feedback to students against success criteria
- Planning tasks which are engaging and offer appropriate challenge to all students

Part 4

Review … Did they get it? To <u>demonstrate</u> new skills, knowledge and understanding and <u>assess progress</u> made by:

- Allowing students opportunities to demonstrate that they have met their Learning Objectives
- Assessing progress against the Success Criteria and Learning Objectives
- Formal review of Learning Objectives—3,2 or 1 tick
- Considering how we have learned

Part 5

Next Steps… To think about where we have been and <u>where we are going next</u> by:

- Explicitly review progress in terms of the big picture—unit of learning, progress towards assessment, coursework completion, exam preparation, SEAL, PLTS etc
- Look ahead to coming lessons

LEARN—The WCSA 5 Part Lesson
How can this be achieved?

Part 1

Link ... **To engage the students and set the learning in <u>context (Silent starter)</u>**

- An engaging starter activity which reviews prior learning, inspires awe and wonder or creates mystery—such as a quiz, game, anagram, odd one out etc
- Keywords challenge from last lesson
- Showing a visual representation of the big picture—eg a mindmap

Part 2

Establish ... **To effectively <u>set up </u>the learning activities**

- A visual stimulus such as a video clip or photo
- Encouraging students to ask questions
- Considering how Learning Objectives and Success Criteria can provide differentiated challenge— "Bronze, Silver, Gold" or "All, Most, Some"
- Modelling tasks or sharing exemplars
- Developing Success Criteria through a class discussion
- Students suggesting Success Criteria by sticking post-it notes on the board
- Sharing student friendly mark schemes
- Questioning students to check understanding of Learning Objectives

Part 3

Achieve... **To <u>develop</u> new skills, knowledge and understanding**

- Rigorous management of time with time limits shared these with students
- Using data to decide on groups, peer support and correct level of challenge
- Active Learning / Accelerated Learning strategies (Paul Ginnis / Alistair Smith)
- Regular opportunities for independent and collaborative learning
- Range of learning styles to meet needs of all individuals in the class
- Support for individual students and awareness of IEPs
- Effective deployment of support staff
- Giving students a choice of tasks
- Use of technology
- Taking opportunities for learning outside the classroom

Part 4

Review... **Did they get it? To <u>demonstrate</u> new skills, knowledge and understanding and <u>assess progress </u>made**

- Expert questioning of students (Bloom's Taxonomy)
- Students' presentations
- A quiz or game which requires application of new knowledge
- Referring to Learning Objectives and Success Criteria
- Peer or self assessment—written or oral
- Traffic lights, thumbs up / down
- Ask students what they have learnt during the lesson (and how they learnt it)

Part 5

**N**ext Steps... **To think about where we have been and <u>where we are going next</u>**

- Showing a visual representation of the big picture—e.g. a mindmap
- Giving students something to think about before next lesson

Explaining Success Criteria

Put simply, success criteria is a list of descriptions to help explain what a task would be like if perfect. If used correctly it can dramatically improve the quality of students learning as it clearly explains what is expected.

1. Establish, creating the success criteria

This should ideally be created with the students. In this case the class were shown a mark scheme and exemplar. The learners then completed a post-it snowstorm of why it was a great answer. The most common reasons became the success criteria. Success criteria should never be more than a list of 5 actions. Tick list success criteria can also aid marking, see the example from English to the right.
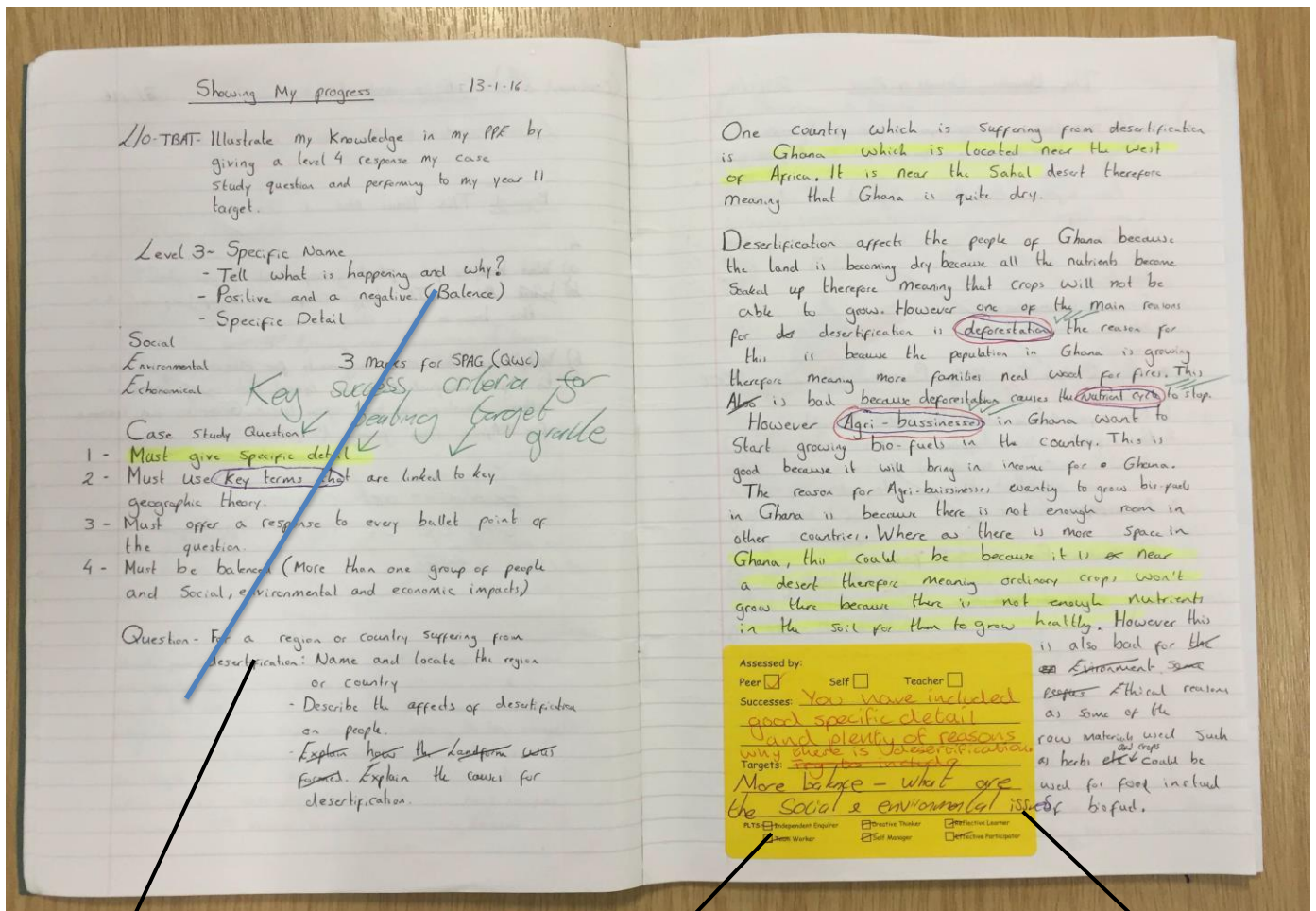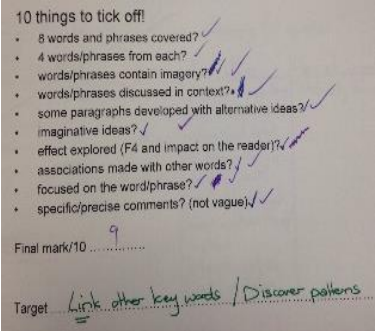
2. Achieve

The class were then allowed time to put the learning into action, in this case complete an exam question. Often it is a good idea to get the class to tick the success criteria every time they believe they have achieved it.

3. Review

This particular lesson provided the perfect opportunity for peer assessment. Success criteria helps to focus student comments so they are constructive and specific. If used effectively the generic 'neater' comment will be avoided. As you can see the peer assessor highlighted and circled areas of the students' work where they believed they achieved the objectives.

4. Next

Students should correct the issues so they gain the feeling of accomplishment. Success criteria can also provide a point of focus with longer tasks if used in mini plenaries.

Outstanding Feedback

WCSA Expectations

1. Comment based marking using **success criteria**.

2. Peer and self-assessment using **success criteria**.

3. Literacy: key words glossaries, WCS code use by teachers and students, literacy targets.

4. Progress: target grades, current grades, appropriately challenging work.

5. PRIDE: graffiti free, correct use of ruler, pen, pencil, no wasted space, neat, well presented books.

6. SEND: use of appropriate strategies including cream paper, clearly written and easily understood teacher feedback, differentiation.

7. Learning Objectives: House style and appropriately challenging.

Feedback Loops

8. Clear evidence of students responding to staff feedback with the use of purple pen.