

## Waddesdon Church of England School Curriculum Statement

“The curriculum is a framework for setting out the aims of a programme of education, including the **knowledge, understanding and skills** to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).”

Ofsted working definition: <http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/Lancs%20HTs-%20Curriculum%20-%20April%202018.pdf>

<p><b>Curriculum intent</b></p> <p>Moral purpose Agency/acceleration Skills Tailor-made Enriching Rich knowledge Young people</p>	<p>Our school curriculum has been designed paying close attention to the children and families whom we serve. Our central aim is to meet their needs and aspirations, allowing our children to flourish socially and academically, during and beyond their time at Waddesdon.</p> <p>We see the curriculum as the broad mix of all the experiences gained by our students, including pastoral time, assembly, citizenship, daily lessons, trips and visits and other extra-curricular experiences.</p> <p>Broadly speaking our curriculum <b>intent</b> encompasses the following:</p>	<p><b>Key Stage 3 Intent:</b></p> <ul style="list-style-type: none"> <li>• Mastery of skills, knowledge and understanding – depth over breadth</li> <li>• Literacy and numeracy acceleration</li> <li>• Instilling our core values – dignity and respect</li> <li>• Broad academic experience and wide range of subjects – preparing students for GCSE</li> <li>• Contemporary issues - social media, mental health, life in modern Britain</li> <li>• Stretch and challenge for all</li> <li>• Aspirational for disadvantaged students</li> <li>• Preparing students for their next steps - careers and education advice</li> <li>• Cultural capital through broad extra-curricular offer</li> <li>• <i>See subject specific curriculum intent overviews</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Moral purpose</b> (dignity and respect)</li> <li>• <b>Agency</b> (self-belief, successful learners, aspiration) and <b>acceleration</b></li> <li>• <b>Skills acquisition</b>, alongside knowledge (leading to critical and deep thinking)</li> <li>• <b>Tailor-made experiences</b> (right for the individual, flexible, responsive, progressive)</li> <li>• <b>Enrichment</b> (extra-curricular, cultural capital, current affairs)</li> <li>• <b>Rich knowledge acquisition</b> (concepts and understanding)</li> <li>• <b>Young people</b> living in the modern world and preparing for their futures (mental health, social media, PSHE, current affairs, careers, life in modern Britain)</li> </ul>	<p><b>Key Stage 4 Intent:</b></p> <ul style="list-style-type: none"> <li>• Wide range of academic opportunities (four GCSE options with one Ebacc subject required)</li> <li>• Continued focus on importance of maths and English</li> <li>• Strong support for the ‘creative curriculum’ including Food, Technology and the Arts</li> <li>• High importance given to our ‘citizenship curriculum’</li> <li>• Focus on agency through successful learning – memory, practice, revision, habitual behaviour</li> <li>• Stretch and challenge for all</li> <li>• Enrichment through broad extra-curricular offer</li> <li>• Preparing students for their next steps - careers and education advice</li> <li>• <i>See subject specific curriculum intent overviews</i></li> </ul>
		<p><b>Key Stage 5 Intent:</b></p> <ul style="list-style-type: none"> <li>• Wide range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations (facilitating subjects/the Arts/Finance, Food, Applied Science)</li> <li>• Programmes of study/pathways which meet the needs of students across the ability spectrum and enable all to thrive</li> <li>• Stretch and challenge for the more able (facilitating subjects, EPQ, super-curricular activities, Oxbridge activities)</li> <li>• Targeted support for disadvantaged students (16-19 Bursary, mentoring/one-to-one support)</li> <li>• Opportunities which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (assemblies, Extension Studies, university visit, external speakers, workshops, one-to-one support)</li> <li>• Focus on independence and agency (Extension Studies, EPQ and study periods)</li> <li>• Linear approach to A levels, allowing flexibility and additional time, to tailor the curriculum to students’ needs</li> <li>• Opportunities to develop employability skills (Wed p5 Enrichment, Student Leadership, Employability Award)</li> <li>• Contemporary issues – politics, justice, safety, health &amp; well-being (Extension Studies and assemblies)</li> <li>• Resit GCSE English and Maths</li> <li>• <i>See subject specific curriculum intent overviews</i></li> </ul>

<p><b>Curriculum implementation</b></p>	<p>Our curriculum intent is <b>successfully</b> translated into practice through:</p> <p><u>Curriculum Experiences:</u></p> <ul style="list-style-type: none"> <li>• <b>Daily lessons</b></li> <li>• <b>Daily assembly</b> – embedding our core values and successfully enriching our students morally, personally, spiritually and academically</li> <li>• <b>Registration and pastoral time</b></li> <li>• <b>Citizenship and PSHE (CP)</b></li> <li>• <b>Successful Learning and Extension Studies sessions</b> – allowing us to enhance agency, growth mind-set and study skills (along with ethos and values)</li> <li>• <b>Extra-curricular offer</b> – with weekly opportunities at lunch and after school and additional opportunities outside school (trips and events)</li> </ul> <p><u>Policy into Practice:</u></p> <ul style="list-style-type: none"> <li>• <b>Behaviour policy:</b> helps us instil excellent standards of behaviour and agency across the curriculum. Promotes the conditions for successful curriculum delivery as every teacher can teach and every child has the opportunity to learn</li> <li>• <b>Assessment policy:</b> (whole school and department) – supporting successful assessment of curriculum delivery and feedback to students</li> <li>• <b>Assessment practices:</b> including formal assessment check points (mocks and assessment weeks)</li> <li>• <b>Teaching and Learning policy:</b> encouraging pedagogical practices that allow for deep learning, deep thinking, memory/retention, application and practice</li> <li>• <b>Curriculum maps and schemes of work:</b> allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine</li> <li>• <b>KS3 Mastery booklet:</b> outlining the substance and narrative behind the KS3 curriculum</li> <li>• <b>Literacy and numeracy statement:</b> documenting strategies used to accelerate learning for students below 100 in Year 7, encouraging accelerated access to the curriculum</li> <li>• <b>High prior attainers and gifted &amp; talented booklet:</b> documenting strategies used across all curriculum areas to add stretch and challenge (by key stage)</li> <li>• <b>Department meetings and Teaching &amp; Learning Communities:</b> focus on curriculum and pedagogy</li> <li>• <b>Pupil Premium strategy:</b> documenting the actions we take to encourage curriculum access for all of our disadvantaged students</li> <li>• <b>Enrichment booklet:</b> improving curriculum access for SEN students</li> <li>• <b>Interventions</b> such as ‘spotlight’, improving curriculum access for students in need of additional support</li> <li>• <b>CP topic outline:</b> updated every year to ensure coverage of relevant, contemporary issues</li> <li>• <b>Communication of whole school focuses:</b> boys, Pupil Premium and more-able – ensuring curriculum delivery is sharp and tailored in these areas</li> <li>• <b>Year 8 options:</b> students are guided towards informed choices so that they access the right elements of the curriculum (e.g. Enrichment, COPE)</li> <li>• <b>Fortnightly subject leader meetings</b> with LMT, to retain sharp focus on broad (whole school) and department specific curriculum intentions</li> </ul>
<p><b>Curriculum impact</b></p>	<p><u>Curriculum impact is assessed in the following ways:</u></p> <ul style="list-style-type: none"> <li>• Student outcomes</li> <li>• Learning walks and observations</li> <li>• MERs and work scrutiny (including student voice)</li> <li>• Student engagement in the curriculum (attitude to learning and behaviour tracking)</li> <li>• Report data</li> <li>• Meeting minutes (Department and Year Team) and line management meetings with subject leaders</li> <li>• Uptake at KS4 and 5 (including KS5 retention)</li> <li>• Extra-curricular attendance</li> <li>• Disadvantaged tracking</li> <li>• SEN tracking</li> </ul> <p><u>Evidence shows impact to be strong, with:</u></p> <ul style="list-style-type: none"> <li>• Excellent <b>outcomes</b> at GCSE and A level</li> <li>• <b>Pathways</b> evidence post 16 and 18</li> <li>• <b>Excellent behaviour</b> for learning evident across the curriculum</li> <li>• Flourishing in the <b>creative subjects</b> – uptake and outcomes (Arts and Food)</li> </ul>

- Acceleration **of numeracy and literacy** in Year 7
- Young people who understand their value and the value of others (see **SIAMS**)
- Minor evidence of **bullying** across school, picked up efficiently and dealt with

**Continued areas of focus:**

- Shift to linear teaching of A levels
- Embedding stretch and challenge across the curriculum
- Ensuring the curriculum is accessible and engaging for our disadvantaged students
- Pathways – ensuring we have the right offer at KS4 and 5, including Ebacc uptake