Willenhall E-ACT Academy

Curriculum Intent and Overview

'Developing Tomorrow's Leaders Today, No One Left Behind, Committed To Our Community.

In order to achieve the Academy Vision Key Curriculum Principles include:

Willenhall E-ACT Academies Core Principles for Curriculum
   Developing schema for knowledge connections and retrieval
   - *Delivering new knowledge that is rich and diverse*
   - *Metacognition*
   - *Planning for and teaching how to remember old knowledge and make connections to new knowledge*

   Teacher led knowledge delivery
   - *Teachers being the experts in learning and knowledge delivery*
   - *Teachers identifying the most appropriate strategy for delivery, reviewing and adapting*

   Closing gaps – Assessment
   - *Mapping component mini assessments with feedback and action*
   - *Mapping end of topic/composites assessments*
   - *Identifying gaps and misconceptions*
   - *Re-teaching whole class*
   - *Using different methods to reteach*
   - *Knowledge organisers*

- **In our academy we pride ourselves on a curriculum that is accessible to all.** This means at Key Stage 3 students have access to a broad and balanced curriculum that develop their resilience, communication and creativity, alongside their knowledge and understanding of key subjects such as English, maths and science. The curriculum at Willenhall E-ACT Academy meets the requirements of the national curriculum offer. Students are not defined by their key stage 2 score, they make informed choices (following conversations around careers and drawing on their own subject strengths) to select courses that they would like to study at Key Stage 4.

- **At Willenhall E-ACT Academy we ensure all students follow a knowledge-rich curriculum.** Our knowledge rich curriculum maintains high expectations for all learners whilst deliberately building their knowledge and vocabulary, it is the foundation on which creativity, critical thinking and a range of other necessary lifelong skills are built. Our knowledge rich curriculum is a well-planned and well thought through sequence of knowledge progression. It allows students to build knowledge through the development of connected schema to ensure knowledge and skill retention and retrieval from long term memory. As learners gain knowledge and understanding and develop complex schema, they are able to make more links with other things they know. As learners know more, they are able to make more and more links and develop deeper and more complex schema.

- Our curriculum is designed to be fully inclusive of all pupils, regardless of their needs or disabilities, and is fully compliant with the Equality Act 2010. Likewise, as our approach is rooted in inclusion and the entitlement of all pupils to a knowledge-rich curriculum, and the 'cultural capital' that this provides, we endeavour to ensure pupils, including those who have SEND, are supported to access the same curriculum as their peers. Our approach to the implementation of the curriculum is also underpinned by these same principles. Where necessary, we ensure suitable arrangements are made to enable full and equal access to the curriculum for all.

- **Our curriculum reflects the curriculum vision of the academy in that we provide a learning environment of high expectations and high aspirations for all** – a curriculum that is stimulating, rich and rigorous that meets the needs of each individual.

- **The academy has a clear focus on developing students' ability to recall and retrieve key learning.** We therefore have an expectation that staff will draw on a number of strategies to promote opportunities to use their existing knowledge, these include:

    - **DO NOW** activities – with a focus on retrieval and spaced retrieval.

    - **Exit Tickets** – used regularly to check student understanding from the lesson and support planning.

    - **Knowledge organisers** used in lessons, during prep time and as routine homework to develop long term memory and recall.

    - **Low-stakes quizzing** through home learning tasks.

    - **Formative assessment for learning** is frequent and identifies misconceptions and gaps in knowledge in order to plan for reteach lessons.

    - **Summative assessment of learning** is cumulative and requires students to draw on knowledge they have learnt previously in the year or during their course.

Key Stage 3 Curriculum Offer:

English	Mathematics	Science
Modern Foreign Languages: French	History	Geography
Religious Education	IT/Computing	Art & Design
Technology: Resistant Materials, Textiles, Food, Graphics	PSHE	Drama
Music	PE	

Key Stage 4 Curriculum Offer/Options:

English	Mathematics	Science: Combined
Modern Foreign Languages: French	History	Geography
Religious Education	PSHE	Art & Design
Sociology	PE	Drama
Music	Psychology	Health & Social Care
Enterprise and Marketing	Hospitality and Catering	BTEC Sport

Model:

	English	Maths	Science	PE	History	Geography	RE	French	DT	Art	Drama	Music	Computing
Year 7	4	5	4	2	2	1	1	1	1	1	1	1	1
Year 8	4	5	4	2	1	2	1	1	1	1	1	1	1
Year 9	5	4	4	2	2	1	1	1	1	1	1	1	1
Year 10	5	5	5	1	Option Subjects – 3 Lessons								

Year 11	5	5	5	1	Option Subjects – 3 Lessons

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A framework for curriculum implementation

The most important function of classroom practice is to implement the curriculum as intended. We have established a clear and transparent strategy for developing curriculum implementation and the quality of teaching. This diagram below presents a model for teaching and classroom practice which is intended to drive effective curriculum implementation.

A model for classroom curriculum implementation (lesson)

1. Recall and Retrieval

For example, 'Do now' – typically 4/5 questions and likely to include:
- Activating prior knowledge for lesson (linked to lesson sequence & 'positioning')
- Recall and recap with focus on schema and long-term memory

2. Positioning

- Understanding the sequence of learning (in the composite or unit)
- This lesson within the composite sequence – lesson objective/lesson question

3. Vocabulary decoding

- Explicit teaching of vocabulary with definitions and images
- Use of vocabulary with signposting throughout the lesson

Plan small steps (as appropriate) – scaffolding towards mastery

Repeat cycle as necessary as per small steps

4. 'I do'

- Direct instruction
- Modelling

5. 'We do'

- Questioning
- Checking for understanding
- Feedback

6. 'You do'

- Independent
- Scaffold/deepen
- Feedback

7. Check and review

- E.g. 'Exit ticket'
- Comprehensive check of learning