



Woolton High School

Curriculum Document 2021-22

Our Curriculum Overview

At Woolton High School, we care and endeavour to ensure that our school community is '**Safe, happy, healthy and learning**'

Our Curriculum Overview

Woolton High is an environment where every individual is treated with respect and dignity; an environment where all pupils are motivated to achieve their full potential through a stimulating, practical and challenging curriculum.

We believe that learning is a continuous process which involves acquiring core knowledge and vocabulary. Then using reasoning, then application of core knowledge, to solve complex problems.

We deliver a staged and supported approach to our pupils. Furthermore, this is then matched through our assessment pathway. That helps us to know how to adapt teaching to support pupils' education at different stages of development

Our Intent

To make sure that all our pupils are academically, personally and culturally prepared.

Our Implementation Principles

Service – we aim provide the best service to the people (parents and pupils who need it the most.

Structure – we aim to provide a structured, high-quality academic and emotional learning experience

Skill – we aim to ensure that our pupils knowledge and skills they need that will allow them to go on to destinations that meet their interests and aspirations'

Our Implementation Values

Our Values are strengthened by our Personal Developmental Curriculum. We use the C.A.R.E.S acronym to help us act through our values each day.

C- Commitment – so that you can **push yourself***, **not give up*** and **improve*** through the ups and down of life and learning.

A - Achievement so that you can learn how to **concentrate*** and **work hard***.

R - Respect – so that you can **understand yourself and others***.

E - Enrichment – so that you can **try new things*** and **use your imagination***.

S- Safety so that you can learn how to keep yourself and others safe.

Our Academic Implementation Map Overview

Qualifications, Personal Development
and Cultural Capital

Maths

A specific set of skills for each area of Maths for each year group

English

A specific set of skills for each area of English for each year group

Humanities

A specific set of skills across 6 areas for each year group

Personal

A specific set of skills matched to key emotional and personal development

Every 3 weeks each subject will sequence their curriculum to focus on a specific set of skills from each subject area listed above

Subject Assessment Objectives

Each subject uses a Qualification Assessment Objectives to promote good progress and outcomes

Personal Development Objectives

Communication and Interaction
Cognition and Learning
Socio Emotional Mental Health
Physical and Sensory

Reading

All pupils have a reading development lesson 3 times a week using **Accelerated Reader and Lexonik** in lessons

Form and EHCP

All pupils have 1 form lesson and 1 EHCP progress review lesson weekly

Cultural and Educational experiences
(Linked to C.A.R.E.S)

Our Curriculum Organisation

Subject Areas	Year Groups and Number of Lesson per Week							Qualifications offered
	7	8	9	10	11	TEC 1	TEC 2	
Maths	3	3	3	4	4	4	4	GCSE and Functional Skills
English	3	3	3	4	4	4	4	GCSE and Functional Skills
Science	3	3	3	3	3	2	2	ELC
PE	2	2	3	3	3	2	2	GCSE Equivalencies
PSHE	1	1	1	x	x	1	1	Accreditations
Business Studies	3	3	3	3	3	x	1	GCSE Equivalencies
ICT	3	3	3	3	3	x	0	FS and Computing accreditations
Humanities	3	2	2	0	0	2	1	Accreditations
FORM/EHCP	2	2	2	2	2	4	3	Accreditations
Vocational	2	2	2	2	2	0	0	Accreditations
Numeracy Time	1	1	1	1	1	1	1	Accreditations
Reading Time	3	3	3	3	3	3	3	Accreditations

Insert LTP example to themes, topic and how they are sequenced with other subjects, topics and themes

Our Curriculum Implementation **expectations** for Academic Learning

The Implementation of our curriculum revolves around teachers ability to ensure that children know and remember more. Below are our expectations of Teachers at Woolton High School. (These expectations are reviewed on a termly basis during learning walks.)

Assessment (This creates our IMPACT)

- **A secure overview** of the pupils in your care. Overview updates will be shared in termly progress meetings that will review the previous term.
- **Feedback (Marking)** must be regular, formative motivating and follow the school Improvement code.
- Be accountable for pupils' attainment and qualifications in each subject/year group by using the stages of learning approach to guide your assessment of progress.

Planning (This creates our IMPLEMENTATION plan)

- Teachers will produce a long-term plan shows the breadth of study, the key literacy outcomes and the opportunity for cross curricular links for the teaching year.
- Each subject area will have a medium-term containing the core knowledge for each topic in a subject specific tracking document. This is so each teacher can have a clear overview of what skills and concepts students know and remember.
- Individual lesson plans and lesson plans for observations are not expected. Teachers may use a personal planner to record observation and make notes about assessment, planning and differentiation considerations. During observations teachers are expected to complete the Lesson Observation Feedback Proforma
- Differentiation should be planned to meet the needs of pupils' overtime. This practice should also maximise all available adults in the room.
- Each class is to have a seating plan.
- There should be no loss of learning opportunities and the teacher should plan for learning to happen quickly as pupils enter the classroom.

Teaching (This helps us to make progress towards our INTENT)

- All teachers are teachers of literacy and numeracy because these skills underpin the whole curriculum.
- Teachers should also be able to evidence a regard for other whole school initiatives in their teaching.
- Teachers must be explicit about learning outcomes and key words that are related to the learning AIMS.

- Teachers are free to follow a 'go with the learning approach'; the 'flow' of great progress is more important than following a lesson plan.
- Pupils should be developing Independence in their learning overtime and will be improving their abilities to use the key strategies and practices with less support. This is the most important tenet of our progress pathway.
- All teachers must make every effort to ensure that learning has changed long term memory (stuck), through creative practise that is incisive, systematic and effective. This is a key requirement of your implementation plan so that pupils can know and remember more.

Our IMAPCT 2020/21 (Report due in September 2021)

An Achievement Report for pupils at Woolton High School Cohort 20-21

Current Y11

There are **17** pupils in the Yr 11 Cohort 20/21

8 pupils are in the Main School (classed as 'School Based learners')

4 Pupils are in the Engagement Centre (classed as 'School Based learners')

5 Pupils access or Alternative Education Placements

- **76%** of all learners on track to achieve accreditation towards a qualification
- **100%** of all (current Y11) learners on track to achieve accreditation towards a vocational qualification
- **76%** of all (current Y11) learners on track to achieve at least one qualification.
- **70%** of all (current Y11) learners are on track to achieve a qualification in English
- **70%** of all (current Y11) learners are on track to achieve a qualification in maths
- **70%** of all (current Y11) learners are on track to achieve a qualification in both English and Maths
- **70%** of all (current Y11) learners are on track to achieve a level 1 qualification in English
- **70%** of all (current Y11) learners are on track to achieve a level 1 qualification in Maths
- **70%** of all (current Y11) learners are on track to achieve a level 1 qualification in both English and Maths
- **100%** of the school-based learners HAVE ALREADY achieved a level 1 qualification in English.
- **75%** are on track to achieve a GCSE in English. (including TEC 2 pupils)
- **100%** of the school-based learners are on track to achieve a level 1 qualification in Maths.
- **83%** are on track to achieve a GCSE in Maths. (including TEC 2 pupils)
- **100%** are on track to achieve at least 2 further Level 1 or above qualifications.

KS3

There are **38** pupils in total in KS3

Year 7 there are **5** pupils (25% attendance during government COVID measures)

Year 8 there are **11** pupils (36 % attendance during government COVID measures)

Year 9 there are **8** pupils (50 % attendance during government COVID measures)

In the KS3 Engagement Centre there are **10** pupils (60% attendance during government COVID measures)

There are **3** pupils that access Alternative Educational placement (66% attendance during government COVID measures)

- As an estimation at this time **51** % of school-based learners at KS3 are currently making expected progress or better across a range of subjects from their relative starting points.
- As an estimation at this time **51** % of all learners at KS3 are currently making expected progress or better across a range of subjects from their relative starting points.
- There is a cohort of **5** KS3 pupils receiving Maths Catch up
- There is a cohort of **18** KS3 pupils receiving English Catch up

KS4 (Year 10)

There are **15** pupils in total in Year 10

In the main school there are **8** pupils (13% attendance during government COVID measures)

In the KS4 Engagement Centre there are **3** pupils (0% attendance during government COVID measures) There are **4** pupils that access Alternative Educational placement (0% attendance during government COVID measures)

- As an estimation at this time **56** % of school-based learners at KS3 are currently making expected progress or better across a range of subjects from their relative starting points.
- As an estimation at this time **37**% of all earners at KS4 (Y10) are currently making expected progress or better across a range of subjects from their relative starting points.
- There is a cohort of **2** KS4 (Y10) pupils receiving Maths Catch up
- There is a cohort of **4** KS4 (Y10) pupils receiving English Catch up

Vulnerable Groups

There are **40** pupils that have a Pupil Premium Indicator

Current estimate is that **52 %** of children with a pupil premium indicator are making expected progress from their relevant starting points.

There are **3** LAC pupils 66% are making expected progress from their relative starting points.

There are **7** pupils with ethnicity codes other than WBRI and 71% are making expected progress from their relevant starting points.

Our Personal Development Curriculum Overview

At Woolton High School, we care and endeavour to ensure that our school community is '**Safe, happy, healthy and learning**'

Our Curriculum Overview

Woolton High is an environment where every individual is treated with respect and dignity; an environment where all pupils are motivated to achieve their full potential through a stimulating, practical and challenging personal development curriculum.

We utilise the vocational and personal development curriculum to enhance pupils' spiritual, moral, social and cultural capital.

Our Intent

To make sure that all our pupils are **c**ulturally, **e**motionally and vocationally prepared.

Our Implementation Principles

Service – we aim provide the best service to the people (parents and pupils who need it the most.

Structure – we aim to provide a structured, high-quality academic and emotional learning experience

Skill – we aim to ensure that our pupils knowledge and skills they need that will allow them to go on to destinations that meet their interests and aspirations'

Our Implementation Values

Our Values are strengthened by our Personal Developmental Curriculum. We use the C.A.R.E.S acronym to help us act through our values each day.

C- Commitment – so that you can **push yourself***, **not give up*** and **improve*** through the ups and down of life and learning.

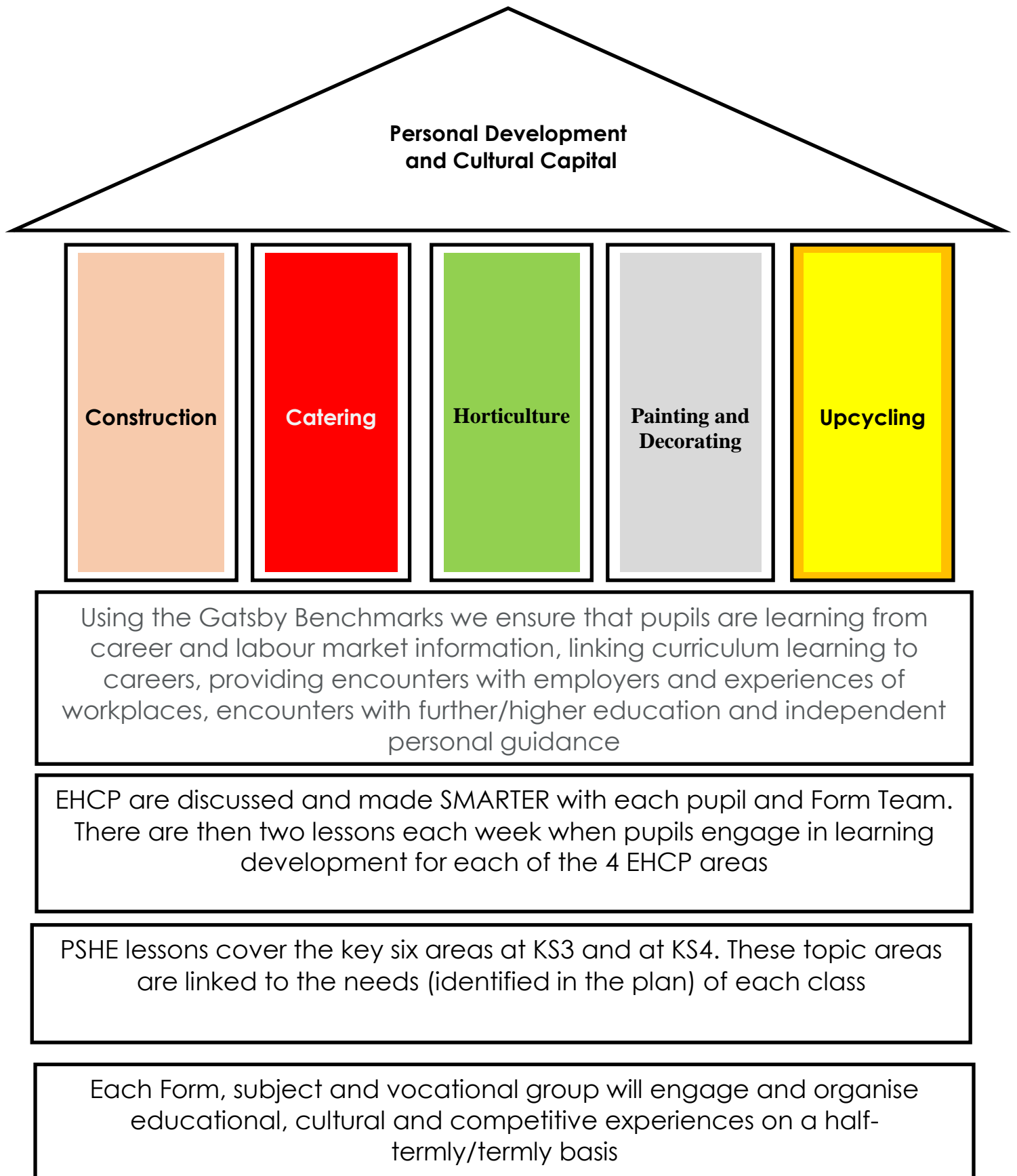
A - Achievement so that you can learn how to **concentrate*** and **work hard***.

R - Respect – so that you can **understand yourself and others***.

E - Enrichment – so that you can **try new things*** and **use your imagination***.

S- Safety so that you can learn how to keep yourself and others safe.

Our Personal Development and Cultural Capital Implementation Map Overview



Our Curriculum Implementation Organisation

At Woolton High School we incorporate the EHCP categories, Personal development outcomes and PSHE curriculum. In PSHE we have identified specific foci across 6 key areas. These are linked to the statutory PSHE and KCSIE recommendations. There are specific timetabled learning experiences that are differentiated according to identified and emergent needs of the class. (See Policy and Planning for more information) This takes place during Form/EHCP time and PSHE lessons.

Communication and Interaction PSHE Curriculum area link The World I Live In Managing Feelings	Socio emotional mental health PSHE Curriculum area link Self-Awareness Managing Feelings
<ul style="list-style-type: none"> • Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults • Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique • An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation 	<ul style="list-style-type: none"> • Pupils' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others • Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
Physical and Sensory PSHE Curriculum area link Self-Care, Support and Safety Changing and Growing Healthy Lifestyles	Cognition and Learning PSHE Curriculum area link Self-Care, Support and Safety
<ul style="list-style-type: none"> • Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education • Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities <p style="text-align: center;">-</p>	<ul style="list-style-type: none"> • Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them • Pupils to recognise the dangers of inappropriate use of mobile technology and social media • Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successful.

Our Curriculum Implementation **expectations** for Personal Development Curriculum

The Implementation of are curriculum revolves our around teachers ability to ensure that children know and remember more. Below are our expectations of Teachers at Woolton High School. (These expectations are reviewed on a termly basis during learning walks.)

Assessment (This creates our IMPACT)

- **A secure overview** of the EHCP and CPOMS data for pupils in your care. Overview updates will be shared in, weekly and termly progress meetings that will review the previous term.
- **There should be clear evidence of learning in a variety of forms.**
- **Feedback** must be regular, formative, motivating and follow the school Improvement code.
- Be accountable for keeping pupils EHCP up to date and completing the school IMS for personal development.

Planning (This creates our IMPLEMENTATION plan)

- Teachers will follow the Personal Development long-term plan.
- Each Form will adapt this plan to the needs of their form. This is so each teacher can have a clear overview of what skills and concepts students know and remember.
- Individual lesson plans and lesson plans for observations are not expected. Teachers may use a personal planner to record observation and make notes about assessment, planning and differentiation considerations. During observations/learning walks teachers are expected to complete the Lesson Observation Feedback Proforma
- Plan to maximise all available adults in the room.
- Each class is to use Circle seating as frequently as possible
- There should be no loss of learning opportunities and the teacher should plan for learning to happen quickly as pupils enter the classroom.

Teaching (This helps us to make progress towards our INTENT)

- Form teams are teachers of literacy and numeracy because these skills underpin the whole curriculum.
- Form teams should also be able to evidence a regard for other whole school initiatives in their teaching. (Links to Whole school themes etc)
- Teachers must be explicit about learning outcomes and key words that are related to the learning AIMS.
- Teachers are free to follow a 'go with the learning approach'; the 'flow' of great progress is more important than following a lesson plan.

- Pupils should be developing Independence in their learning overtime and will be improving their abilities to use the key strategies and practices with less support. This is the most important tenet of our progress pathway.
- All teachers must make every effort to ensure that pupils get the opportunity to review their progress on a weekly and termly basis.

Our IMPACT 2021/22

[Insert Tracking Doc and ABC report here in September 2021](#)