



## Curriculum Intent

<p>open children's eyes to a world beyond their immediate surroundings.</p> <p>Engagement &amp; Aspiration</p>	<p>challenge all children at their level of understanding.</p> <p>Significant needs</p>	<p>provide a broad range of experiences and opportunities.</p> <p>Engagement &amp; Aspiration</p>
<p>provide personal development, particularly cultural capital, British values and SMSC.</p> <p>Deprivation &amp; Crime</p>	<p>Focus on the three stages of reading: decoding, comprehension and subject specific language.</p> <p>Children read for pleasure.</p>	<p>celebrate diversity, take pride in good relationships and enable children to have a sense of belonging.</p> <p>Diverse community</p>
<p>impart knowledge, skills and understanding.</p> <p>Recall &amp; Link understanding</p>	<p>promote the importance of school. We want children to love school.</p> <p>Engagement &amp; Aspiration</p>	<p>make our children effective communicators.</p> <p>Low communication &amp; language</p>

At West Drayton Academy, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to grow and reach their full potential academically, socially and emotionally.

Whilst our curriculum incorporates the formal requirements of the National Curriculum, our vision is for children to love school. We want to provide our pupils with a range of learning experiences, both within & beyond the classroom, which inspires them and helps to shape their futures; helping them to become responsible citizens of the future. Our curriculum goes well beyond the National Curriculum.

Our curriculum promotes inclusion and diversity. At West Drayton, we are committed to promoting equality, celebrating differences and fostering good relationships between people. We want our pupils to have a sense of belonging within the school and the wider community. The curriculum provides opportunities for all children to learn and be challenged at their level of understanding.

Reading and vocabulary development are fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.

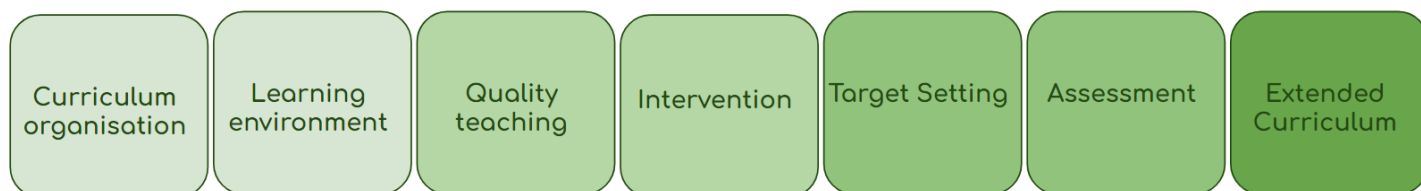
We have designed a curriculum which will ensure that when our pupils leave us to move on to their secondary education they:

- Demonstrate positive attitudes to learning.
- Have opportunities to lead others
- Have a secure understanding of the fundamental skills in reading, writing and maths.
- Have high expectations.
- Are confident and responsible citizens who contribute to and demonstrate an appreciation of the world they live in.
- Are compassionate and caring; demonstrating high levels of respect for others.
- Are articulate; demonstrating the ability to question, debate and challenge.
- Can retain knowledge.

## Curriculum Implementation

Our curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which allow our pupils the opportunities to broaden their life experiences. Our curriculum provides our pupils with experiences and opportunities which best meet their learning and developmental needs. Our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferable skills.

The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child.



### Quality first teaching (Super 12) - [based on Rosenshine's Principles](#)

1. Brilliant planning meets all children's needs
2. Previous learning - daily review can lead to fluent recall of knowledge
3. Teach new knowledge in small steps - then practice after each small step
4. Ask questions - answering questions helps children to practise new information
5. Check children's understanding - helps children to learn with fewer errors
6. Scaffold difficult tasks to support learning for all
7. Independent practice - in order for skills and knowledge to become automatic
8. Make SEND friendly classrooms
9. Daily, weekly and monthly reviews - helps pupils build knowledge over time.
10. Children communicate and interact - helping literacy and social skills
11. Provide models - providing children with models and worked examples
12. We have high expectations

# SUPER 12

## QFT STRATEGIES



**BRILLIANT  
PLANNING**



**PREVIOUS  
LEARNING**



**SMALL  
STEPS**



**ASK  
QUESTIONS**



**CHECK  
UNDERSTANDING**



**SCAFFOLD  
DIFFICULT  
TASKS**



**INDEPENDENT  
PRACTICE**



**SEND  
FRIENDLY  
CLASS**



**WEEKLY &  
MONTHLY  
REVIEWS**



**CHILDREN  
COMMUNICATE  
& INTERACT**



**PROVIDE  
MODELS**



**AIM  
HIGH**

## Target setting

- Targets are set to ensure all pupils make expected and accelerated progress taking in account both prior and current attainment;
- Termly attainment data is collected and shared with the TPFAT, Academy Council, staff, parents and children;
- Data is forensically analysed to identify strengths and areas to develop and used to inform planning, interventions and targeted support within lessons;
- Pupils identified as making less than expected progress are provided with additional support through adapted teaching, interventions and revision programmes which are tailored to meet the needs;
- Monitoring is in place to ensure consistency of class practice is in place to ensure that the needs of all pupils are being met.

## Focussed assessment

- Termly standardised assessments (NTS/SATs, MTC, Phonics Screening) are administered to track children's performance, inform classroom practice to support children to make good progress and close attainment gaps;
- Formative and summative assessments used effectively to shape learning for all children to meeting their needs;
- Assessment for Learning (AfL) is evident within lessons and used effectively to ensure all pupils make good/better progress.
- End of unit knowledge assessment and THINK questions are used to measure learning.
- Half termly phonics assessments are used to measure progress and group pupils to ensure their needs are met.

## Intervention

- Individuals and groups who are not making sufficient progress are identified;
- The graduated approach of assess, plan, do review is used to remove barriers to learning and put effective provision in place;
- Provision for intervention is mapped according to strengths and areas of need;
- Detailed plans are put into place with a clear date for review;
- Learners are enabled to perform beyond age related expectations, deepening their knowledge and understanding;
- Pupil progress is continually monitored and relevant adjustments are made to planning and teaching;
- Termly meetings take place to discuss the effectiveness of support and the cyclical process becomes increasingly personalised;

## Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;

- Make effective use of other spaces when more appropriate;
- Working Walls to support learning with resources, vocabulary and the knowledge gained from lessons
- Classrooms to be calm and focussed, free from external noises that allow for participation and discussion.

## Curriculum organisation

- Our curriculum meets the requirements of the National Curriculum.
- Our curriculum is designed to be progressive, building on skills and knowledge over time.
- Some pupils may follow a bespoke curriculum ensuring that the whole child is developed and supported.
- SOLO Taxonomy success criteria enables pupils to access learning at their level of understanding; the gold level reflects the learning intention for the lesson.
- Knowledge and skills are taught and assessed in each unit of work.
- Our curriculum includes opportunities and experiences to support learning and broaden pupils' life experiences.
- The curriculum is taught through different subjects; Geography and History, Art and DT are alternated each half term.
- Thorough medium term plans support teachers with the delivery of the curriculum.

## Extended curriculum

- Our 100 Club offer provides wider knowledge, life skills, and experiences for all pupils for their duration at West Drayton Academy
- The academy offers a full range of 'out of hours' activities and clubs that enhance and extend the basic curriculum;
- The Culture Club provides wider learning opportunities and events that represent our community.
- All pupils and staff are allocated a House colour on entry that allows them to participate in competitions and other team events to embed a further sense of belonging.
- The Park Federation funds annual experiences for all pupils that provide them with memorable opportunities.
- The Park Federation offers inter-academy competitions and experiences to broaden both knowledge and social skills.
- Votes for School provides coverage of SMSC, British Values, and Prevent on the topics that matter most to young people from health & wellbeing to crime, justice & extremism.
- Our Citizenship programme teaches knowledge, skills and understanding that our pupils need to play a full part in democratic society, as active and responsible citizens.
- Pupils develop leadership skills through a range of opportunities; CLT, OPAL Squad, Wellbeing Ambassadors, MTC buddies, librarians and Play Leaders.

# Curriculum Impact

Children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime.

Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

We use triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through continued professional development are developed and strengthened.

The impact of the curriculum is reviewed termly and progress is measured against end of year outcomes for individual pupils.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work both collaboratively and independently who are motivated to excel and who have a thirst for learning.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

All pupils will follow the school rules and apply our values (Pillars) in everything that they do; aim high, be kind, be involved and be healthy and happy.

We will measure the impact of curriculum through:

Pupil achievement data.

Attendance rates.

Behaviour.

Extra Curriculum registers.

Pupil questionnaires.

Pupil Voice.

Parent voice.

Lesson observations.

Curriculum Reviews.