



WEST LAKES **ACADEMY**

**West Lakes
Academy
Curriculum**

2024 - 2025

DOCUMENT CONTROL

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1. Introduction

1.1 Policy Objectives

1. Purpose of the Curriculum Policy:

The curriculum policy outlines the school's commitment to offering a comprehensive and balanced education that meets the diverse needs of all learners. It defines the educational framework and ensures that learning is designed to be rigorous, relevant, and engaging, while fostering academic achievement, personal development, and the well-being of students. The policy ensures that all learners are provided with the opportunity to reach their full potential and prepares them for life beyond school, whether in further education, the workforce, or their communities.

2. Commitment to a Broad and Balanced Education:

- **Holistic Approach:** The school is committed to providing a curriculum that is both broad and balanced, offering a range of subjects and experiences that promote intellectual, social, emotional, and physical development. This includes academic subjects, as well as opportunities for creativity, physical activity, social responsibility, and personal reflection.
- **Equity and Inclusivity:** The curriculum is designed to ensure that every learner, regardless of their background, ability, or needs, has access to the same high-quality learning experiences. Special attention is given to removing barriers to learning, with differentiated teaching and resources tailored to meet the needs of all students, including those with special educational needs and disabilities (SEND), English as an Additional Language (EAL), and other diverse learners.
- **Cultural and Global Awareness:** The curriculum embraces diversity and promotes cultural awareness, encouraging students to understand and engage with global issues and perspectives, fostering empathy and respect for others.

3. Learner at the Heart of the Curriculum:

- **Personalised Learning:** The curriculum is designed to be flexible and responsive to the individual needs, interests, and aspirations of students. By placing learners at the heart of the curriculum, the school aims to create a student-centred environment where each learner is motivated, inspired, and empowered to take ownership of their learning.
- **Student Engagement:** Active and participatory learning methods are used to keep students engaged. This includes project-based learning, experiential learning opportunities, and the use of real-world contexts. Students are encouraged to ask questions, explore their interests, and pursue their passions within the structure of the curriculum.

4. Motivating and Inspiring Learners:

- **High Expectations:** The school holds high expectations for all students and strives to create an environment where learners are motivated to achieve their best. Teachers aim to inspire students through challenging yet achievable tasks that foster curiosity and a love of learning.

- **Growth Mindset:** The curriculum promotes a growth mindset, encouraging learners to view challenges as opportunities for growth. Teachers support students in developing resilience, perseverance, and a positive attitude towards learning.
- **Stimulating Learning Experiences:** The curriculum includes varied teaching approaches, from traditional methods to innovative, hands-on learning experiences, making lessons more relevant and exciting for students.

5. Improving Progress for Every Learner in Every Lesson:

- **Continuous Assessment and Feedback:** Teachers regularly assess student progress, providing timely and constructive feedback that helps students understand their strengths and areas for improvement. This allows for targeted interventions and support where needed, ensuring that no student falls behind.
- **Differentiation:** The curriculum supports a range of learning styles and paces. Teachers use a variety of teaching strategies and resources to ensure all students are appropriately challenged and supported in every lesson, helping them to make steady progress.
- **Inclusive Practices:** Every student's individual learning needs are met through differentiated instruction and support, including the use of technology, small group interventions, and tailored resources to maximise learning outcomes.

6. Research-Based Continuing Professional Development (CPD) and Enquiry:

- **Evidence-Based Teaching:** The school is committed to using the latest research and evidence-based practices in teaching and learning. CPD is central to ensuring that all staff are up to date with the best strategies for improving student outcomes, enhancing their professional knowledge, and refining their teaching practices.
- **Collaborative Professional Development:** Teachers engage in regular, evidence-informed CPD activities, including professional learning communities, where they collaborate, share best practices, and engage in action research to evaluate and refine their teaching approaches.
- **Inquiry and Reflection:** Teachers are encouraged to engage in ongoing professional enquiry, reflecting on their teaching practices, investigating new methods, and adopting strategies that are proven to improve student achievement. This reflective practice helps to create a culture of continuous improvement.

7. Expected Impacts on Student Achievement and Personal Development:

- **Academic Achievement:** By providing a broad and balanced curriculum, supported by rigorous teaching methods and personalised learning experiences, the school expects to improve academic outcomes across all subjects. Students will develop strong academic skills, critical thinking abilities, and subject knowledge, leading to higher levels of achievement.
- **Personal Development:** The curriculum is designed to support the holistic development of students, fostering self-confidence, resilience, leadership skills, and social responsibility. Through a variety of extracurricular activities, leadership opportunities, and character education, students will develop into well-rounded, responsible, and ethical individuals.
- **Increased Motivation and Engagement:** By inspiring and motivating learners, the

curriculum is expected to increase student engagement, leading to improved attendance, greater enthusiasm for learning, and higher levels of participation in school activities.

- **Preparedness for Future Pathways:** The curriculum prepares students not only for academic success but also for life beyond school. By promoting key skills such as teamwork, communication, problem-solving, and self-management, students will be equipped for success in further education, training, or employment.

1.2 Priorities in encouraging academic achievement

Data targets:

- To achieve a P8 score of 0
- To achieve a score of ALPS 2

West Lakes Academy acknowledges that self-motivation and a lifelong love of learning are inspired by excellent teaching and learning, therefore this curriculum aims to:

- attract, appoint and retain outstanding teachers
- involve pupils of all ages in an exciting, engaging and relevant curriculum
- present breadth of choice in subjects at GCSE and A Level
- develop thinking skills, creativity and the ability to solve problems
- encourage academic rigour, independence and initiative.

WLA's five current key areas for encouraging academic achievement are (in summary only):

- To improve the academic attainment of boys
- To improve the progress and attainment of HPA students
- To improve inclusivity and SEND provision in the classroom
- To continue reduction of the PP gap
- To improve progress for every learner in every lesson

2. Curriculum Framework

2.1 Curriculum Design

KS3 students have 25 lessons per week

KS4 Students have 25 lessons per week

KS5 Students have on average 18 lessons per week (Y12 study 3 or 4 subjects, 12-20 hours per week, Y13 study 3 subjects on average, 12 - 8 hours per week)

Timings of the academy day:

08:30 - 09:05	AM registration and tutor programme
09:05 - 09:10	Movement to lesson 1
09:10 - 10:10	Lesson 1
10:10 - 11:10	Lesson 2
11:10 - 11:28	Break
11:28 - 11:30	Movement to lesson 3
12:30 - 13:00	Lunch for 7, 11, 12 and 13

13:00 - 14: 00	Lesson 4B for 7, 11, 12 and 13
12:30 - 13:30	Lesson 4A for 8, 9 and 10
13:30 - 14:00	Lunch for 8, 9 and 10
14:00 - 15:00	Lesson 5
15:00	End of day / Intervention / Extra curricular activities

KS5: Year 12 & Year 13

YEAR 12:

Students pick up to 3 or 4 subjects to study at A level and depending on class size receive 4/5 hrs/wk of each subject chosen (except Further Maths, which have 3 hrs/wk).

Where class sizes fall below 5, hours may be reduced from 5 to 4. In

addition to the chosen subjects, all students will undertake a programme of Personal Development, 1 hour timetabled per week.

Students are encouraged to take Enrichment activities for 1-2 hrs/wk in Y12, for example; paired reading, mentoring etc.

Block A	Block B	Block C	Block D	Block E
Geography	Biology	Physics	Chemistry	Maths
History	BTEC Engineering	BTEC Creative Media and IT	English Language	Art (Fine Art)
Art (A&D)	BTEC Business (single)	BTEC Sport	BTEC H&S (single)	Sociology
BTEC Applied Science	Drama	Psychology	Product Design	BTEC Forensic and Criminal Investigations
Further Maths (3 lessons)				

A PD lesson is available to all students.

Directed study sessions are available to all students who study 3 subjects.

Those on 4 subjects will be asked to access directed study sessions for specific subjects if they are underachieving.

2 lessons a week are also provided for resit Maths and resit English.

Year 13:

Students review their 4 subjects to study at A level and consider moving to 3. AS should be considered as part of this and is for HOD and Exams officer to consider when appropriate.

Depending on class size, learners receive 4/5 hrs/wk of each subject chosen (except Further Maths, which have 3 hrs/wk).

Where class sizes fall below 5, hours may be reduced from 5 to 4. In

addition to the chosen subjects, all students will undertake a programme of Personal Development, 1 hour timetabled per week.

Block A	Block B	Block C	Block D	Block E
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Geography	Biology	Physics	Chemistry	Maths
History	BTEC Business (single)	BTEC Creative Media and IT	English Language	Art (Fine Art)
Art (A&D)		BTEC Sport	BTEC H&S (single)	Sociology
BTEC Applied Science		Psychology	Product Design	BTEC Forensic and Criminal Investigations
Further Maths (3 lessons)				Media Studies
<p>A PD lesson is available to all students. Directed study sessions are available to all students who study 3 subjects. Those on 4 subjects will be asked to access directed study sessions for specific subjects if they are underachieving.</p>				

Key Stage 4

KS4 groups work primarily towards GCSE qualifications. The KS4 curriculum is a mixture of 5 Core subjects and 3 Option subjects chosen from the lists in the table below. All KS4 students should take at least one EBACC subject (History/Geography/MFL). We are currently in a phase of transition.

Our current Y11 groups are split into two ability based pathways, students on Blue pathway are encouraged to follow a full EBACC programme of study, which means they continue studying MFL and either Geography or History to GCSE. As part of this pathway, a large number of students will take triple Science and higher paper maths. Students on the green pathway study combined Science, some have opted to continue taking French and have extra support in English and Maths, alongside a vocational course.

In year 10 we run a similar pathway, but have offered blue band French, History, Geography and BTEC ICT, rather than taking French initially and dropping it later - losing a qualification in comparison to those who took the green route, and chose a vocational subject. We currently have no additional English and Maths to allow for this to take place, however English has gained an additional lesson as a double award subject.

Compulsory core subjects		Block 1	Block 2	Block 3	Block 4	Block 5
Year 10	2 x English Language (including Speaking and Listening) 3 x English Literature 4 x Maths 6 x Science	Blue and Green 2 x History 2 x Geog	Blue 2 x French 2 x History 2 x Geog 2 x BTEC Digital/ ICT Green 2 x French 2x History 2x Geog 2 x Construction 2x Learn2Learn 2x Travel and Tourism	2 x Drama 2 x Photography 2 x Art 2 x PE	2 x Drama 2 x Photography 2 x Art 2 x BTEC Music 2 x BTEC Engineering 2 x PE	2 x each subject noted below: BTEC Engineering (twice) BTEC Health and Social Care (twice) BTEC Engineering BTEC Sport GCSE Food Enterprise GCSE Textiles BTEC Digital Photography

Compulsory core subjects		Block 1	Block 2	Block 3		Block 4
Year 11 Hrs a week	2 x English Language (including Speaking and Listening) 3 x English Literature 4 x Maths 6 x Triple Science 5 x Double Science 1 x PD	Blue and Green 2 x History 2 x Geog	Blue 2 x French 2 x Spanish 2 x Additional revision English and Maths (3 classes) Green 2 x French 2x Learn2Learn 2x BTEC Digital Photography 2 x Additional revision English and Maths (2 classes)	2 x Photograph y 2 x Art 2 x BTEC Music 2 x PE	2 x Drama 2 x Photograp hy 2 x Art 2 x BTEC Engineerin g 2 x PE	2 x each subject noted below: BTEC Engineering (twice) BTEC Health and Social Care BTEC Engineering BTEC Sport GCSE Food Enterprise GCSE Textiles BTEC Digital Photography

Key Stage 3

Year groups are split into two bands in KS3 (blue and green). Students are taught as a form group (mixed ability) in all subjects aside from Maths and English. These subjects have placed students in ability sets within the band. English and Maths will assess every 6 weeks and make changes to settings when appropriate.

MFL: Within this new curriculum plan, students commence studying a language in Year 8 and continue with that language through to KS4. The rationale for this is that we can assign them more lesson time from year 8 onwards, and give them a more engaging experience of the subject before year 9 options.

DT: Are taught on a rotation to enable them to experience each of the subject areas.

Year 9 Option: Under the new curriculum, students that will succeed in EBACC subjects are coaxed to take them as part of their options, however there will be less rigidity in the options offered in order to allow pupils engagement in subjects they are passionate about. The small example of this in year 10 has been successful, as pupils have taken some ownership over their timetables.

Nurture - 7 and 8 students who are struggling to access mainstream school, or have a curriculum gap in English / Maths are supported with the nurture route. This means that significantly scaffolded lessons take place in the nurture room for English and Maths. Students also have 2 lessons of social studies a week to support their eventual integration into the classroom. Other lessons, listed below, occur in the academy with students joining their future tutor groups as part of their learning and integration into the mainstream timetable.

All subjects in year 7, 8 and 9 are compulsory.						
	English	Maths	Humanities	PE	Group 1	Science/Tech
Year 7 Hrs a week	4	4	2 x History 2 x Geog	2	1 of each subject: Art Drama Computing Music PD	2 x DT (rotation of subjects) 2 x Science 1 x PD 1 x RE
Year 8 Hrs a week	4	4	2 x French 1 x History 1 x Geog	2	1 of each subject: Art Drama Computing Music PD	2 x DT (rotation of subjects) 2 x Science 1 x PD 1 x RE
Year 9 Hrs a week	3	3	2 x French 2 x History 2 x Geog	2	1 of each subject: Art Drama Computing Music PD	2 x DT (rotation of subjects) 2 x Science 1 x PD 1 x RE

2.2 Subject Offerings

National curriculum Years 12 – 13

At Key Stage 5 pupils are given experience in linguistic, mathematical, scientific, and physical education through the core curriculum; human, social, technological, aesthetic and creative education is provided through the optional subjects and the extended curriculum. All pupils also follow a course of PSHE. Students are also encouraged to explore a variety of experiences through the prefect programme.

We build on subjects taught in lower school, but also introduce a range of new subjects such as Media, Sociology, BTEC Forensic and Criminal Investigations and Further Maths to allow our students to explore their interests before taking future career paths.

National curriculum Years 10 – 11

At Key Stage 4 pupils are given experience in linguistic, mathematical, scientific, and physical education through the core curriculum; human, social, technological, aesthetic and creative education is provided through the optional subjects and the extended curriculum. All pupils also follow a course of PSHE. The curriculum represents the experiences and contributions of diverse groups.

All pupils are required to take the following core GCSE courses: English Language, English Literature, Mathematics, a Science (the majority taking three separate sciences or the Combined Science award).

They select 5 subjects from:

Block 1	Block 2	Block 3	Block 4	Block 5
Blue and Green 2 x History 2 x Geog	Blue 2 x French 2 x History 2 x Geog 2 x BTEC Digital/ ICT Green 2 x French 2x History 2x Geog 2 x Construction 2x Learn2Learn 2x Travel and Tourism	2 x Drama 2 x Photography 2 x Art 2 x PE	2 x Drama 2 x Photography 2 x Art 2 x BTEC Music 2 x BTEC Engineering 2 x PE	2 x each subject noted below: BTEC Engineering (twice) BTEC Health and Social Care (twice) BTEC Sport GCSE Food Enterprise GCSE Textiles BTEC Digital Photography

These options enable each individual to design a curriculum to suit their interests and ability.

Linguistic: pupils further develop their communication skills and increase their command of language through listening, speaking, reading and writing in English Language (core) and Literature. Pupils have the option to take at least one language at GCSE level (French or Spanish).

Mathematical: pupils follow the GCSE Mathematics course, further developing their mathematical and logical reasoning skills. Able mathematicians are entered for the higher paper.

Scientific: all pupils take at least the Double award combining Biology, Chemistry and Physics, with able students completing the Triple award. Pupils are taught by fully specialised teachers for these subjects.

Technological: pupils develop their Digital ICT skills through the curriculum in most subject areas and through the option choices of Computing, Product Design, Engineering, Food Studies and Digital Photography.

Human and social: pupils have the opportunity to extend their understanding of people and their environment through English Literature, the Humanities (Geography, History, Religious Studies, Health and Social Care).

Physical: The Physical Education curriculum continues to develop pupils' fitness and health and introduces them to a wider range of sports.

Aesthetic and Creative: all pupils develop their ability to use their imagination and develop

their creative and aesthetic understanding through the English Literature GCSE course. In addition, pupils can choose to follow creative courses in Art, Photography, Music, Drama, Textiles, and Food Enterprise.

National Curriculum Years 7-9

At Key Stage 3, the curriculum is broad and balanced. Pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. All pupils also follow a course of PSHE.

Linguistic: pupils have the opportunity to develop their communication skills and increase their command of language through listening, speaking, reading and writing, not only in English, Drama and language lessons but across subjects. Opportunities are provided for collaborative and presentation work. In Year 8 and 9, pupils study one Modern Foreign Language of French with the potential for Spanish.

Mathematical: the Mathematics curriculum aims to help pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Pupils develop their ability to make calculations, understand relationships and patterns in number and space and their capacity to think logically and to express themselves clearly. Mathematics is taught in divisions, enabling all pupils to make progress at a rate appropriate to their abilities.

Scientific: all pupils study Science in Year 7 - 9 as separate sciences (Biology, Chemistry and Physics). Pupils gain knowledge and an understanding of nature, materials and forces through scientific enquiry, forming hypotheses, conducting experiments and recording their findings.

Technological: pupils are introduced to technological skills through computing and the iPad passport programme from Year 7, where they learn the key skills and an ability to develop, plan and communicate their ideas.

In Years 7- 9 pupils also follow courses in Food Technology, Textiles, and DT, enabling them to work with tools, equipment, materials and components to produce good quality products and evaluate both processes and products.

All pupils in Years 7-11 are offered the inclusion of the school-based iPad scheme, which gives them the potential to use technological skills in every lesson as well as for homework, and to access the Google Education suite

Human and social: all pupils follow courses in Geography, History and PD & RE, enabling them to gain an understanding of people and their interaction with their environments. They examine how human action, both now and in the past, influences events and conditions. They also examine social understanding and inclusivity as part of the tutor programme.

Physical: The Physical Education and developing Dance curriculum aims to develop pupils'

physical control and coordination as well as their tactical skills and imaginative responses, and helps them to evaluate and improve their performance. Pupils are also taught the principles of fitness and health.

Aesthetic and creative: Pupils' creativity and their ability to develop personal, imaginative and practical responses is developed through their Art, Photography, Drama, Textiles, Music, DT, Food Technology and literature lessons. In Year 9 pupils are able to choose two - three creative subjects to study in more depth during their GCSE programme. Cross-curricular connections are encouraged across KS3 through project work across the creative arts, humanities, Mathematics, Science and English.

3. Teaching and Learning

3.1 Pedagogical Approaches

1. Differentiated Instruction

- Tiered Tasks: Assign tasks with varying complexity levels that allow all students to engage and progress at their individual pace. For example, while exploring a text, students may analyse language devices at different depths. Supportive scaffolding should be offered to ensure that students can access top level understanding.
- Flexible Grouping: Utilise mixed-ability groups for collaborative tasks, ensuring peer support while fostering independent contributions and tailoring instruction to meet individual needs.

2. Metacognitive Processes (as noted in the [EEF report](#))

- Explicit Teaching of Metacognitive Strategies: Model how to plan, monitor, and evaluate tasks. For instance, before a writing activity, demonstrate how to set a goal (e.g., "What am I aiming to communicate?"), monitor progress, and review outcomes. Use strategies such as I do, We do, You do or the visualiser/lpad to live model processes. These could be recorded for student revision.
- Think Alouds: Regularly verbalise your thought process when solving problems or analysing texts, making implicit strategies explicit for all students.
- Reflection Time: Dedicate moments in lessons for students to reflect on their learning, what strategies worked, and what they would do differently next time.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition
- Explicitly teach pupils how to organise and effectively manage their learning independently

3. [EEF's "5-a-Day" Strategy to Support SEND](#)

1. Scaffolding

- Provide step-by-step guidance on tasks, gradually removing support structures as students gain independence. For example, use sentence starters and visual knowledge organisers for essay planning.
- Break down complex activities into smaller, manageable parts, offering regular checkpoints for feedback.

2. Explicit Instruction

- Deliver clear, direct explanations and model expectations. For example, demonstrate how to annotate a text for key themes and provide examples of both successful and developing work.
- Pre-teach concepts or vocabulary to ensure all students, including those with SEND, can access the lesson content.

3. Cognitive and Metacognitive Strategies

- Encourage the use of checklists, graphic/knowledge organisers, or “learning maps” to help students structure their thinking.
- Embed self-questioning strategies like, "What do I already know about this topic?" or "What do I need to do next?"

4. Flexible Grouping

- Rotate groups between mixed-ability and skill-specific tasks. In mixed-ability settings, peers can model problem-solving, while targeted groups can focus on specific learning needs.

5. Use of Technology

- Leverage assistive tools such as text-to-speech software, dictation tools, and visual aids to enhance accessibility for SEND students.
- Utilise interactive platforms for formative assessments, such as Google Classroom or Google Forms, to engage all learners.
- Use AI to explore interesting, accessible and engaging strategies for classroom practice.

4. Active Engagement Strategies

- Collaborative Learning: Incorporate think-pair-share, group debates, or peer-teaching activities to ensure active participation and peer support.
- Multi-Sensory Approaches: Engage students through visual, auditory, and kinesthetic methods, such as videos, manipulatives, and role-play activities.

5. Inclusive Lesson Planning

- [Universal Design for Learning \(UDL\)](#): Offer multiple ways of accessing, engaging with, and demonstrating learning (e.g., written responses, oral presentations, creative projects).
- Personalised Objectives: Tailor success criteria to individual learners, ensuring all students can achieve meaningful progress.
- Mastery targets and tasks can also be catered to the individual, with teaching and learning allowing the student to bridge the gap in their knowledge, trial it and apply it.

6. Literacy and Language Support

- Vocabulary Support: Use visual aids, glossaries, and context clues to reinforce understanding of complex terminology.
- Reading Comprehension Strategies: Teach annotation, summarisation, and prediction techniques to all learners, scaffolding as needed for those requiring additional support. Reciprocal reading techniques used by subjects and tutor time to support this skill.

7. Assessment for Learning (AfL)

- Formative Techniques: Use mini whiteboards, traffic lights, live marking, exit tickets to check understanding and adapt teaching accordingly.
- Feedback Loops: Provide immediate, actionable feedback to guide next steps, promoting a growth mindset.
- Marking chosen skilled tasks for supportive feedback.

8. Behavior and Classroom Culture

- Consistent Routines: Create a predictable environment with clear behavior expectations, ensuring all students feel safe and secure.
- Unconditional Positive Regard: Celebrate effort, achievement, and resilience, encouraging all students to engage and persevere. Be the shepherd of your class, supporting and encouraging them, as you guide them to make the right choices.
- By integrating the EEF's "5-a-day" SEND framework, promoting metacognitive awareness, and using inclusive teaching strategies, educators can create a classroom that challenges and supports all learners effectively.

9. Teaching to the Top

- High Expectations for All: Plan lessons that aim for high-level thinking and challenge, scaffolding appropriately so that all students, regardless of ability, can access ambitious content. For example, present complex texts or ideas and provide the necessary support, such as guided questions or modelling, to ensure all students can engage with them.

3.2 Assessment and Feedback

Outline the strategies for formative and summative assessments, including traditional exams and alternative assessment methods. Specify how feedback will be provided to support student learning and progress.

Assessments should ensure that data becomes:

- Meaningful
- Subject specific
- Appropriately challenging

Target grades have been modified using a KS2 transition matrix, which notes the top 30% in specific subjects, rather than basing all subjects solely on core. These will be subject informed, rather than sweeping as the Subject Leader will be able to raise the target of a student if they have already succeeded by the end of the year. This will ensure students continue to feel motivated by targets, rather than capped by them. Students will have a WLA aspirational grade, which can always go up but can only go down with extreme considerations.

PAG A: 115 - 120 - 9s/8s

PAG B: 106 - 114 - HPA

PAG C: 105 - 95 - Middle

PAG D: 90 - 94 - 3 Cs

PAG E: 90 and below - small groups

Formative assessment:

Focuses on:

- SURFACE knowledge
- DEEPER knowledge which they can apply and use to interpret
- TRANSFERABLE skills

Checking learning throughout the lesson and ensuring students have the knowledge they need to move forward in their learning and access the curriculum for success.

Purpose of summative assessment in school:

1. Inform the **teacher** of current working grade/practices, so the teacher can consider how they are teaching the class and individuals. The teacher can identify what the class and individuals need to work on moving forward. How they will foster curiosity using their teaching and learning practice.
2. Inform the **Subject Leader** how their staff are teaching the class and what teacher input is needed (topic/support teacher/GAPs/challenge/scaffolding/intervention). Subject leaders need to consider how they will check on the progress of this skill over the rest of the term and beyond? How they will foster curiosity within the department's curriculum. Middle leaders will reflect on the way this be communicated to students and parents (which includes celebrating achievements and interventions). Subject leaders will action the data, from the assessment(s) they chose, to move progress forward within their department, noting actions on the live DDP.
3. Inform the **student** what level they are currently working on, what they need to do next to succeed and motivate them to achieve the best they can with the support of their class teacher.
4. Inform **SLT/Leadership** allowing the team to have an overview of the current working level of the academy, as well as individuals, identify GAPs, note strategies for intervention (subject/pastoral)
5. Inform **parents and carers**, using understandable data in a currency that means something.

Rigorous assessment

Before year 11 take their final GCSE exams, they need three practice exams (MOCKS) in a formal setting - at least one of these should be at KS3 (English, Maths and Science).

In lessons, assessments should be TRIAL EXAMS which take around 45 minutes (to allow for additional time for students with access arrangements) and should be skills focused. Assessments in class should focus on clarity, simplicity and impact.

- EBACC - Written
- Creative - Written or practical (composition/performances)

KS3 assessments should match the programme of study.

Mastery:

- Mastery – an activity which models and explores/explains gaps in an individual's knowledge, which is preventing them from progressing. Once the task is complete, learning will be expected to demonstrate their new understanding.

Appropriate mastery tasks are provided for students to complete following assessments. They will need a combination of explicit guidance and opportunity for independent practice.

Proposed mastery structure:

- Teach
- Create success criteria
- Trial application of understanding in a different exercise
- Students self assess, using success criteria
- Apply - rewrite original section where the need for mastery was identified

Reports

SUBJECT	TEACHER	ASPIRATIONAL GRADE	CURRENT WORKING PRACTICE	ASSESSMENT OUTCOME	MEDIAN GRADE	ON TRACK	ATTITUDE TO LEARNING
ART	Class teacher name	Target grade from Sims	Staff input this information in updates - Information on the following slide	Staff input this information in updates - Information on the following slide	MEDIAN GRADE: This notes the most common score achieved by students in this year group in this assessment.	Staff input this information in updates - Information on the following slide	Staff input this information in updates - Information on the following slide
BIOLOGY							
CHEMISTRY							
DRAMA							
ENGLISH LANGUAGE							
ENGLISH LITERATURE							
ENGINEERING							
FRENCH							
GEOGRAPHY							
HISTORY							
MATHS							
PHOTOGRAPHY							
PHYSICS							

- **CURRENT WORKING PRACTICE:** Assessment is considered but this is teacher assessed based on knowledge of the pupil

GCSE Grades are assigned using the 9-1 structure and we have reported current working practice grades as follows:

5+ student is securely within grade 5 and showing some evidence of work at grade 6.

5= student is securely working within the grade boundary for a 5.

5- student is working within the grade boundary for a 5, but their work is not consistently secure at this grade

BTEC grades are assigned L1P (Level 1 Pass), L1M (Level 1 Merit), L1D (Level 1 Distinction) P (Level 2 Pass), M (Merit), D (Distinction) or D* (Distinction*) with the same security of +/- as outlined above

- **ASSESSMENT OUTCOME:** This is the percentage result of the assessment taken. PLEASE NOTE - If the assessment outcome is not displayed this indicates that

- <<Forename>> was not present for the assessment.
- **ON TRACK:** This is noted by the teacher and summarises if the student is on course to achieve their target subject grade.
- Teacher will select one of the following colour codes:
 - Amber - Not yet working in line with the subject target.
 - Green - Currently working in line with the subject target.
 - Purple - Currently working higher than subject target. If this continues the subject leader may celebrate this by changing the subject target to a higher target at the end of the year and sending a celebration letter home.
- **ATTITUDE TO LEARNING:** Please see grade descriptors.

How am I doing?	Attitude to Learning
Excelling	Learner is always engaged in their learning and goes over and above in their work. Learner uses their freedom to take exceptional pride in their learning and the impressive presentation of their work. Learner excels when responding to challenges to the best of their ability to support their achievement Learner works independently to support their own learning and others, demonstrating resilience within the classroom Learner's attitude to work is aspirational, as they strive to progress in their learning and show the appreciation required to be driven to improve Learner is always exceptionally polite, showing care and respect to staff and other students Homework is always submitted on or before time Homework is always at an exceptional level to progress further learning, exceeding the modelled standard. Learner actively engages in the wider curricular opportunities of the subject and seeks out further challenges and learning
Great	Learner is always engaged in their learning and shows excellent effort in their work. Learner uses their freedom to take pride in their learning and the presentation of their work. Learner always responds to challenges to the best of their ability to support their achievement Learner works independently and with resilience within the classroom Learner is aspirational and shows the appreciation required to be driven to improve Learner is always polite and shows respect to the teacher and other students Homework is always submitted on time Homework is always at the expected level to further learning, sometimes it exceeds the modelled standard. Learner actively engages in the wider curricular opportunities of the subject and frequently seeks out further challenges and learning
Striving to be great	Learner is engaged in lessons and shows a good level of effort in their work Learner usually uses their freedom to take pride in their learning and the presentation of their work Learner usually responds to challenges to the best of their ability to support their achievement Learner usually works independently and with resilience within the classroom Learner is aspirational and shows the appreciation required to be driven to improve Learner is polite and shows respect to the teacher and other students Homework is always submitted on time Homework is always at the expected level to further learning. Learner is starting to engage within the wider curriculum for the subject outside of lesson
Needs some improvement	Learner is usually engaged in lessons and shows a reasonable level of effort in their work Learner uses their freedom to sometimes take pride in their learning and the presentation of their work Learner sometimes responds to challenges to the best of their ability to support their achievement Learner occasionally works independently and with resilience within the classroom Learner needs to be more aspirational and develop the appreciation required to be driven to improve Learner is usually polite and shows respect to the teacher and other students Homework is mostly submitted on time Homework is mostly completed and/or can sometimes be below what is expected to further learning.
Needs significant improvement	Learner is rarely engaged in their lessons and shows little effort in their work Learner rarely uses their freedom to take pride in their learning and the presentation of their work Learner sporadically responds to challenges to the best of their ability to support their achievement Learner rarely works independently and with resilience within the classroom Learner needs to be much more aspirational and significantly develop the appreciation required to be driven to improve Learner is often impolite and shows little respect to the teacher and other students Homework is often handed in late or not at all. Homework is always at the expected level to further learning. Homework is consistently below what is expected (bare minimum).

4. Monitoring and Evaluation

4.1 Curriculum Review - Learner Experience Enquiry

Subjects will be included in a supportive process, using Subject Leaders, SLT and external staff (from the Trust) to create a detailed insight into the subject. Subjects will be chosen based on concerns identified by SLT, based on assessment data, learning walks and link meetings.

Who will have a learner experience enquiry (LEE) each year?

Over a three year cycle the leadership team will work closely with all departments to carry out a LEE. At the start of the Autumn term the leadership team will establish their priorities for the year.

What form will a learner experience enquiry take?

Each will be built around an enquiry question which is developed in partnership with the

subject leader. This dialogue with subject leaders and specialists is absolutely central to the ongoing success of LEE.

This is then followed by a rich student voice and a survey of staff within the department 2 weeks before the review begins which will lead to a review of the question and a look at the scope for further enquiry. This starting hypothesis will be shared with the department and will inform the shape of the LEE.

Rich student voice will take place in a neutral space with two members of the leadership team present.

Teachers will complete a survey individually using a department meeting time

The leadership team and subject leader will then use their findings from the above to scope and scale work scrutiny and lesson observation.

SLT will then choose a point on a continuum to decide the amount of support needed in each of these areas. This will be broken down into a series of key learning questions with an insight into ways forward and resources needed moving forwards – shared with the department at the end of the LEE. This final report will be organised into the following sections:

- Teaching and Learning and Assessment
- Professional Learning and Development
- Curriculum
- Personal Development and Behaviour

There is no judgement with a LEE. It is an evaluative and growth process.

Each Subject Leader is expected to complete an Action Plan for moving forward at the end of the process.

4.2 Performance Indicators

Staff have data targets, but are aware that these are motivational, rather than accountable.

Staff are working towards two performance indicators:

- Department enquiry based question, which will be worked on as a team, based on identifiable data from the previous year's GCSE results. Outcomes will be noted and tracked on the DDP.
- Individual enquiry based target, which combines departmental targets (identified in the DDP) with the EEF's "5-a-Day" Strategy to Support SEND (training as part of CPD time). Outcomes will be noted and tracked on the DDP and a final report will be completed and shared.

5. Professional Development

5.1 Staff Training

Ongoing professional development opportunities for teaching staff/support staff/LSAs/admin/AP are tailored to meet curriculum demands, improve pedagogical skills, bridge the gap for SEND provision, unconditional positive regard and tech support.

- Pastoral training and meeting weekly (24 sessions)
- ITT programme (first and second year)
- Apprentice programme
- Staff involved in NPQ programmes with One Cumbria

- Level 2/3 – Safeguarding training
- Positive Regard – Level 3 (with those accredited running CPD for whole staff)
- Maximising the impact of teaching assistants
- SEND Training (8 sessions)
- Skills training (5 sessions) identified from subjects leaders/learning walks/SLT/staff voice
- Enquiry based CPD projects – Dep driven focus and EEF 5 a day SEND
- Departmental training - Data training, Mastery, Skills assessment, Inclusive classroom, Higher attainment, Making progress every lesson, Subject knowledge, Engaging practice

6. Resources and Support

6.1 Learning Resources (core)

- Google Drive
- Google Classroom
- Edulink
- Sims
- AI support - Teachmate suggested