WOODFIELD ACADEMY

Whole School Curriculum Statement: Student version

Our curriculum puts all learners' progress at its heart.

At Woodfield Academy, we've carefully designed our curriculum to build knowledge, concepts and skills step by step. We build on what children learned in first school and prepare them well for their future.

We believe deeply in accessibility to all for all. Our curriculum is challenging for everyone, designed so all pupils can engage, participate and experience the satisfaction of being challenged. It's also accessible and designed with inclusion in mind, ensuring high expectations for all.

When planning, our teachers ask themselves:

1. What do we do every day that is especially important for learners with additional needs?
2. What adaptations or additional support might also be needed by some learners?
3. How do we know that they help rather than hinder learning?

For some children, high-quality, structured interventions are built into the curriculum too.

Assessment for Learning

Teachers check understanding in every lesson using strategies like circulation, mini whiteboards and questioning. This helps them decide whether adaptations are needed, and for whom.

We also use assessment points throughout the year to gather information about how pupils are developing their skills, concepts and knowledge. Progress meetings help us monitor outcomes and plan purposeful interventions.

We've created progression maps for each subject to help learners understand how they're making progress and what they need to know and be able to do next. All subjects use these five attainment levels:

- Emerging (Below age-related expectations)
- Developing (Age-related expectations)
- Secure (Age-related expectations)
- Broadening (Above age-related expectations)
- Mastery

Each pupil has an assessment map in 'pupil speak' stuck in the front of their exercise book.

Literacy, disciplinary literacy and oracy underpin our curriculum.

Helping children decode language and use it effectively is essential to us, because we know that many of our learners arrive in Year 5 with significant gaps in this area. Developing knowledge, concepts and skills in literacy lays the foundations for learning and offers every child the means to flourish and succeed in education.

We give significant time in our curriculum to the explicit teaching of reading. Every child follows a carefully planned reading curriculum which exposes them to a range of genres and high-quality literature. We also use rich texts in many subjects to teach disciplinary literacy.

High-quality interventions, like Fresh Start or EAL specialist teaching, support identified learners.

When planning, our teachers consider:

- What does disciplinary literacy look like in this subject?
- How can learners be taught to 'read like a...' or 'use vocabulary like a...?'

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An entitlement for every learner.

Our curriculum begins with ensuring the strongest foundations. Children arrive at Woodfield in Year 5 with wide variations in their progress, knowledge, concepts and skills. We assess children during the transition process to give them the best start, enabling teachers to plan for them ready for September. As a result, children make rapid progress.

This is an entitlement for every single child. Where gaps are identified, our curriculum provides opportunities for these to be closed through pre-teach, re-teach, or other interventions. We then ensure that gaps remain closed and that children continue to access learning without falling behind again.

A strong, meaningful curriculum underpins classroom practice and is critical to learner experience. At Woodfield Academy, this means building up knowledge, concepts and skills carefully, step by step. Our learners are taught by subject and phase specialists who understand the incremental steps towards progress and plan to address misconceptions.

We're committed to the concept of 'desirable difficulties' – our curriculum is designed with depth over breadth, creating challenges that optimise long-term retention. This is essential for our learners, many of whom face significant disadvantages. Our curriculum and lessons communicate to our learners that we believe deeply in them.

The keystone of Woodfield's curriculum is learner progress.

The keystone of our curriculum is learner progress. Each plan considers these key questions:

- What does it mean to get better in this subject?
- What should learners know?
- What should learners be able to do?
- What sorts of questions should they be able to answer?
- How should they be able to make meaning?
- What do they need to prepare for the next stage?

Our plans and lessons also consider:

- What misconceptions might exist, and how can we anticipate them in our planning?
- What does disciplinary talk in this subject sound like?
- What does disciplinary literacy look like in this subject?

Curriculum teams have worked together across subjects. This creates coherence, enables learners to apply their knowledge in different contexts, and supports long-term memory development.

For all learners, this means securing the foundational knowledge and skills they need. It means achieving continuity from first school, further developing the knowledge and skills gained there. It also means closing gaps in knowledge and skills. Curriculum teams have time built into their professional development calendar to plan together and identify any necessary adaptations with new cohorts in mind.

Why Oracy Matters

Oracy is an essential part of learner progress. From a practical teaching perspective, oracy gives us immediate insight into learner understanding. Hearing learners speak helps us identify their misconceptions, assess their grasp of vocabulary, and gauge whether they're ready to move forward.

Guiding Principles: Curriculum Keystone and Pillars

Our curriculum teams have built the curriculum by asking 'why here? Why now?', working with other phase and subject specialists, using these guiding principles:

- Keystone: Learner progress

- Pillar one: Inclusive by design
- Pillar two: The science of learning
- Pillar three: Next stages
- Pillar four: Subject discipline

The Keystone: Learner Progress

The keystone of Woodfield's curriculum is learner progress. For each plan, we've carefully considered:

- What does it mean to get better in the subject?
- What should learners know?
- What should learners be able to do?
- What sorts of questions should they be able to answer?
- How should they be able to make meaning?
- What do they need to know to prepare for the next stage?
- How should they be able to talk about the subject?
- How should they be able to think in this discipline?

Learners' progress depends on building strong foundations, then anticipating and breaking down misconceptions, alongside accurate progress measures.

Pillar One: Inclusive by Design

What? A curriculum which inspires intrinsic joy for all learners, by enabling them to make meaning from acquired knowledge. Our approach ensures relevance, connectivity and purpose.

How? Subject teams have worked to ensure the curriculum emphasises progress whilst enabling attainment. The curriculum is engaging, relevant and personalised. It is coherent, explicitly making connections within and between subjects. It enables carefully crafted adaptive strategies through a relentless pursuit of barrier removal. Personal development is woven into the curriculum to increase relevance and develop cultural capital.

Why? Every one of our learners deserves to enjoy their learning and achieve. Our communities can struggle to understand the purpose of learning and feel 'it's not for them'. Our approach of inclusion by design seeks to remove all barriers through selection of knowledge that inspires.

Impact: Learners' sense of belonging and understanding of their place in life inspires them to want to achieve.

Pillar Two: The Science of Learning

What? The curriculum builds progressively, enabling learners' security of knowledge and understanding before moving on.

How? Subject teams have used their expertise in understanding how memory works, cognitive load theory, and the impact of misconceptions and gaps in knowledge to design plans. Learners are regularly assessed against clear assessment categories. Building learners' oracy skills into lessons is essential, so that learners can actively construct and refine their understanding. We know that speaking helps them organise their thoughts, test their reasoning and identify gaps in their knowledge.

Why? Gaps in knowledge are likely to deepen and often result in information not being transferred into long-term memory. Using best evidence from cognitive science in our planning helps to prevent this.

Impact: Learners acquire and retain knowledge and develop skills over time. They learn to think through the unique lenses of the subject disciplines in their curriculum. Misconceptions are not barriers to learning.

Pillar Three: Next Stages

What? Curriculum teams have deliberately built 'cognitive stepping stones', moving between concrete, specific, contextualised, and abstract knowledge and skills.

How? Building strong foundations and meeting our learners where they are on entry, deliberately and systematically closing gaps in knowledge and skills. Curriculum teams have planned how to enable learners to keep up once they have caught up. Woven into the curriculum are scaffolding and modelling opportunities to develop metacognitive understanding too.

Why? We want our learners to do well and to build strong habits for learning which they take with them through the next stages of their life. But we know that they arrive with gaps in prior knowledge, low cultural capital, and low aspiration. This must be addressed to enable learners' lifelong achievement.

Impact: Learners' knowledge is more secure, and retention is higher. This prepares them for their next stage of high school because they know how to learn and can have confidence in what they have learned.

Pillar Four: Subject Discipline

What? Sequencing respects the unique nature of the discipline within the subject and incrementally builds knowledge and skills.

How? Subject and phase specialists have collaborated to create a cohesive curriculum. They have carefully considered the first school experiences of their disciplines and have used these, alongside baseline assessments, to refine our curriculum for our learners. Teams have prioritised enabling retention of knowledge and motor ability.

Why? The order in which we teach things matters, to enable learners to create meaning from and connections between disciplinary knowledge. Our learners have gaps in their prior learning and in cultural capital. We see it as our moral imperative to remove these barriers. Deep consideration of sequencing enables our learners to develop the scholarly approaches associated with each subject. Disciplinary oracy enables learners to test out and organise their ideas and develop vocabulary.

Impact: Learners' sense of belonging and understanding of their place in life inspires them to want to achieve.

Removing Barriers – A Community-Minded Approach

Learner progress is the keystone. But we want to go beyond this for our community. Our curriculum:

- Engages and inspires all
- Is relevant and meaningful to all
- Promotes scholarship and intrinsic joy of learning, preparing our children well for the next stages of their life

We have taken this foundation and these pillars to create a truly unique approach which serves our community of learners. Research indicates that a curriculum that builds on learner experience whilst broadening horizons is most effective. We are proud of the way our curriculum consciously tackles some of the prevalent barriers faced by our children.

The curriculum is designed to ensure that all learners, from all backgrounds, have an ambitious and accessible curriculum rooted in high expectations for all. This includes fostering a sense of pride in locality and the contributions of all who live in our community. We want our learners to know about local, regional, national and global events and developments, and the connections between them.

"Belonging matters because young people are more likely to thrive, aspire and succeed when they feel supported, valued and believed in." – Professor Lee Elliot-Major

Where appropriate, and where it will enhance learner experience and progress, the curriculum presents material through one of three lenses. This promotes a sense of entitlement and belonging through pride in heritage and conscious development of cultural capital.

We know our community well; we understand their challenges, their barriers, and their culture, and are determined to ensure that our ambitious curriculum is the key to enabling them to succeed. Our work to instil optimism, passion and ambition in our children is relentless, and this curriculum has been carefully crafted to serve them well. The Zooms and New Horizons enable us to weave belonging into the fabric of the curriculum, and thus to better secure the attention of our learners on the content. Virtues are taught, caught and sought through our Personal Development curriculum and enhanced through our academic curriculum.

Our Three Lenses

Zoom In: Understanding Our Local Identity	**Zoom Out: Understanding Our British Identity**	**New Horizons: Understanding Our Global Identity**
 *Resilience and respect for oneself.*	 *Compassion and respect for others.*	 *Responsibility and respect for others and the planet.*
Enabling learners to have knowledge of and pride in their own locale. Developing pride in themselves. Becoming more confident in their own sense of self. Knowing their own boundaries. Development of feelings of belonging, being part of #OneWoodfield and the wider community. Representative role models from the local area, to challenge the notion that you must leave to be socially mobile.	Development of feelings of representation and tolerance. Exploration of different cultures and faiths of our learners. Exploring working-class achievements and culture, including how working classes have contributed to the growth and development of Britain. Exploration of the contribution of different heritages contributing to the growth and development of Britain. Representative role models from Britain and other countries.	Understanding of global issues, like climate change, distribution of wealth and conflict. Exploration of activism and charity, as well as global role models to help learners to be optimistic problem solvers who feel empowered to enable and facilitate change.