

# Curriculum Statement

- a) This policy applies to all Trusts managed by Wootton Academy Trust (WAT)
- b) This policy was adopted by WAT in September 2016
- c) This policy was reviewed in **January 2020**
- d) The next review is October 2020

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## WOOTTON UPPER SCHOOL CURRICULUM STATEMENT

The curriculum of Wootton Upper School comprises a broad and innovative range of learning experiences planned for each student. Our aim is to provide a personalized curriculum offer, in conjunction with outstanding teaching that impacts positively on learning and progress that will enable all our students to respond adeptly to the opportunities and challenges of a rapidly changing world.

### AIMS OF THE CURRICULUM

- To provide rich and varied contexts for students to acquire, develop and apply a broad range of knowledge, understanding and skills, to encourage a love of learning and a desire for lifelong learning.
- To encourage the best possible progress and the highest academic achievement for all by setting suitable learning challenges and fully recognizing the diverse needs of each of our students.
- To enable all students to develop their creativity and talents to the full, using our Arts and STEM specialisms across the Trust to maximize potential.
- To personalize our curriculum ensuring it is flexible and appropriate, preparing students for the challenges of a fast-changing world and their futures as workers and citizens.
- To promote students' self-esteem and emotional well-being, offering opportunities for students to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures.

### OBJECTIVES OF THE CURRICULUM

#### For Students

- To be fully involved in their learning at all stages by participating in the setting of targets for improvement, completing tasks set including homework and by engaging with the systems in place for self-evaluation and review.

#### For Parents and Carers

- To become actively involved in working with the Trust to support their child's academic progress through consistent and regular communication and full involvement in the advice and guidance process at all stages.

#### For Teachers

- To have high aspirations for all students.
- To plan teaching effectively, allowing for the learning needs of each group, however diverse. Setting clear learning objectives linked to assessment criteria and planning for a range of activities to encourage understanding and increase motivation.

#### For Heads of Department and other Subject Co-ordinators

- To ensure quality schemes of learning and resources are in place to support effective lesson planning and delivery at all key stages. This must include the cross curricular provision of Literacy, Numeracy, PSHCE, Citizenship and ICT.
- To monitor, evaluate and review the quality of teaching and learning across the subject area as detailed in the Academy self-evaluation and review policy, putting in mechanisms for support where necessary.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognized and strategies are put in place to remove them.

#### For the Trust's Leadership Teams

- To ensure statutory requirements are met by the curriculum offer.
- To be responsible for the management of change in curriculum content over time.

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- To ensure the procedures for self-evaluation and review are consistent across the Academy and effective in raising standards through sustained and continuous improvement of teaching and learning.
- To offer a programme of professional development that will ensure a quality education for all students.

For Local Governing Bodies

- To review and agree the Curriculum Policy annually.

## **CURRICULUM ORGANISATION**

At Wootton Upper School there are five 60 minute lessons each day; in Years 10 and 11, a small minority are double periods of 120 minutes. Students cover all the National Curriculum subjects and at KS4 are offered a broad choice of GCSE qualifications. Currently, KS4 students are encouraged, and advised where appropriate, but not forced to select those subjects constituting the EBacc.

PHSCE and Citizenship will be delivered in a variety of ways:

- Discreet Citizenship themes covered in Religious Studies lessons
- Across the curriculum
- During tutor time
- During Assemblies

Computing is delivered as a discrete subject in Year 9 and ICT is delivered in Year 10 leading to a Certificate in Digital Applications (CiDA). In Years 10 and 11 students may additionally opt to take a GCSE in Computer Science. Statutory requirements for the use of ICT in each subject area should be met through schemes of learning. It is the responsibility of Heads of Department to make sure this entitlement is met.

Sex and Drugs education is delivered in a variety of ways:

- Science
- Tutor programme through PSHCE
- Supported by external agencies and speakers
- Assemblies

The curriculum will be reviewed annually by the Curriculum Committee in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our students in each year group, as we recognize that each separate cohort will have different strengths and weaknesses.

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## Transition across Key Stages

Holywell and Marston Vale Middle Schools are visited in the summer term and data and social information is collected by Academy staff. The data collected is used by the Academy staff to ensure effective transition from middle school. All students attend a three-day induction and take part in a number of induction events; a small number experience an extended transition. There will be high expectations across the Academy to avoid a Year 8/Year 9 dip. Year 8 students select their additional subjects early in the summer term prior to starting Year 9 at Wootton Upper School.

### KS3 - KS4

GCSEs form the basis of the KS4 offer in Year 10. Additionally, the careers service will interview students as needed and parents/carers will have the opportunity to receive up-to-date advice and guidance in order to support their son/daughter at this stage. Tutors will support students in making their choices and will use Academy data and other information to help advise on the most appropriate choices. All students' option choices are reviewed by leadership staff to quality assure them.

### KS4 - KS5

Most of the Trust's teaching at KS5 is located at Kimberley 16 – 19 STEM College, although courses in art, dance, drama, photography and textiles are still delivered at Wootton Upper School. Courses offered include a wide variety of A level and BTEC qualifications. GCSE retakes in English and Mathematics are available. All students are encouraged to complete a one-week block of Work Experience supported by the local Education Business Partnership. Independent careers advice and support is bought in from the local authority.

## Organization of the Curriculum 2019-20

### Year 9

Students are grouped in two populations of roughly equal ability. Students are set in English, Mathematics and Science. English, History, Geography and Religious Studies are taught to students in tutor groups. In Computing, French and Physical Education students are taught in Mathematics sets.

Students select three further subjects; these subjects are taught in mixed ability groupings. Additional subjects which students may choose in Year 9 are: Art, Business, Dance, Drama, Fashion & Textiles, Food, Graphics, Music, Product Design and Spanish.

### Years 10 and Year 11

Students continue to be taught in ability sets in English (Religious Studies lessons are also taught according to English set groupings), Mathematics (IT-CiDA and Physical Education lessons are also taught according to Mathematics set groupings) and Science. Option groups will be mixed ability however, where the opportunity arises, Heads of Department may organize setting by ability.

In Key Stage 4, students select four additional subjects. All students are expected to choose at least one of History or Geography.

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## Year 9 Timetable

Subject	Year 9 Curriculum 19 - 20
English	7 hours per fortnight for all
Maths	7 hours per fortnight for all
Science	6 hours per fortnight for all
French	3 hours per fortnight for majority of students
History	3 hours per fortnight for all students
Geography	3 hours per fortnight for all students
Three Options	12 hours per fortnight [3 x 4 hours] for all in any THREE of the following Art, Business, Dance, Drama, Fashion & Textiles, Food, Graphics, Music, Product Design and Spanish
PE	4 hours per fortnight for all students
RS	2 hours per fortnight for all students
Computing	3 hours per fortnight for all students
PSHCE	2 hours per fortnight for all students - [4 x 30 minutes]

(This is subject to change)

## Year 10 and Year 11 Timetable 2019 - 2020

Curriculum Area	KS 4 Curriculum 19 - 20	
	Y10	Y11
English	7 hours	8 hours
Mathematics	7 hours	8 hours
Science	9 hours	10 hours
RS	3 hours	3 hours
CIDA	3 hours	
PE	3 hours	3 hours
Option A	4 hours	5 hours
Option B	4 hours	5 hours
Option C	5 hours	4 hours
Option D	5 hours	4 hours
PSHCE	2 hours per fortnight for all students - [4 x 30 minutes]	

We encourage students to take the EBacc where appropriate and also encourage students to continue with at least one arts subject.

Careers Education, Information, Advice and Guidance (CEIAG) is a statutory part of the curriculum. Aspects of CEIAG are delivered as part of the PSHCE Programme whilst subjects in the core curriculum deliver other areas. In line with other schools, we have moved Work Experience into the Sixth Form, as students now remain in education or training until the age of 18. However, there are opportunities for younger students to learn about work through visits to the workplace and from visitors to the school.

### Collective Worship

A morning assembly is held for each year group. Parents who wish to exercise their right to withdraw their sons and daughters from this act of worship and/or from Religious Studies lessons should contact the Executive Principal in writing.

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## **Tutor Periods**

Form Tutors deliver the Personal, Social Health and Careers Education Scheme of learning incorporating aspects of Citizenship, Work Related Learning and other topics such as Sex Education during four thirty-minute tutor sessions each fortnight. It is an integrated programme of support for all students to enable them to have a full appreciation of their own individual strengths and weaknesses, develop an awareness of risk and an understanding of global issues.

Part of the programme is a progressive tracking and support system for students throughout their time with us. Students set targets to raise their attainment grades, devise action plans to implement these improvements and carry out reviews of their progress with both their subject teachers and their tutors. Targeted students will have academic mentoring appointments to monitor and review progress and identify the next steps in the student's learning.

## **Sex and Relationships Education**

Teaching is carried out by form tutors (as part of our PSHCE curriculum) in collaboration with the Science Department. Topics are carefully structured and differentiated according to age and are dealt with on a small group basis to allow for sensitive discussion and to eliminate embarrassment. Parents who feel strongly that it is their own responsibility to instruct their child in sex education matters have the right to request that their child opt out of such lessons and should contact the Executive Principal in writing.

## **Special Needs**

All students with special needs are usually taught in mainstream classes (except when a student's Educational Health Care Plan [EHCP] directs otherwise, or to enable students to follow specialist literacy, numeracy or social skills development programmes) with additional support from our team of Teaching Assistants. The Special Educational Needs Co-ordinator [SENDCo] meets with all staff to update them of the needs of children who have Special Educational Needs to enable teachers to plan appropriate learning outcomes for SEND students and to collaborate on the development of consolidation and extension materials. A small number of students are offered the opportunity to follow a slightly reduced curriculum, on the recommendation of the SENDCo, replacing a subject with Study Skills support in the Special Educational Needs Department. The school's SEND Policy and SEND Information Report and the Local Authorities' SEND offers are on the website.

A More-Able Co-ordinator is responsible for identifying students with specific gifts and talents and for co-ordinating the school's provision for more-able students.

## **The Student Centre**

The Student Centre provides a safe, secure environment for students who need support accessing the curriculum for short or more extended periods of time. It is always staffed by at least one member of the SEND team. Curriculum provision is arranged for students on an individual or small group basis, according to students' individual learning needs, enabling students to access support from a range of different learning providers. Students are supported to keep up with their workload whilst they are based in the Student Centre with an aim to, whenever possible, return to the mainstream classroom and their previous teaching groups.

## **Students with Disabilities**

All parents and carers who make applications for their children to attend Wootton Upper School have their applications assessed against our published admissions criteria. Students with disabilities are not treated differently in any way. Parents and carers of children with an EHCP have the right to name Wootton as their preferred choice of school on their statement. The school/college and the LA will take this request into consideration. The provision of support given to students with SEN also applies to disabled students. Every effort is made to ensure that all students have access to the full curriculum and to extra-curricular activities. Access to around 90% of the ground floor at Wootton Upper School is provided by ramps but there are some inaccessible areas. There are no lifts to the first floor accommodation. All the site at Kimberley College is fully



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accessible. Students with physical disabilities are also catered for by the provision of disabled toilet facilities. The school has a disability access plan for increasing disability access to the school. To this point, we have provided disabled parking spaces, additional ramps, improved signage and further toilets.

## **Homework**

Homework is set for all students. It amounts to 1-2 hours per evening in Year 9 and increases to above 2 hours as GCSE approaches. The school uses an online homework management programme "Show My Homework"

## **Sports Provision**

The School's sporting aims are as follows:

- To deliver a broad, balanced curriculum in Physical Education reflecting National Curriculum requirements.
- To provide sporting opportunities which will encourage continued participation in adult life.
- To develop tolerance, a sense of fair play and high standards of sporting behaviour in all students.
- To provide open-access extra-curricular activities to enable students to develop their abilities further.

Facilities include a Sports Hall and Activities Studio for badminton, basketball, circuit training, cricket, gymnastics, dance, trampoline and volleyball. Playing fields incorporate football, rugby, hockey, rounders and cricket pitches and an athletics track. There are also netball and tennis courts. There are five P.E. teachers and inter-school fixtures are organised after school. Kimberley College has a fully equipped gym, and a part-time Gym Instructor which is accessible to all Sixth Form students.

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