



Willow International Academy

Curriculum Policy

The Curriculum

Willow International Academy is an independent (full-time) school providing a United Kingdom (U.K) based 5-16 academic curriculum which **closely follows** the U.K. English National Curriculum. The curriculum subjects provided are the same as a U.K. state maintained, school (Annex 1). Instruction is in English.

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The National Curriculum is a set of 12 subjects (Annex 1) and standards used by primary and secondary U.K. schools, so children learn the same things and experience a consistent education, year on year. It covers what subjects are taught and the standards children should reach in each subject. Through curriculum references, standards are tracked and maintained by all staff.

The national curriculum is organised into blocks of years called 'key stages' - KS (Annex 1). At the end of each key stage, the teachers formally assess the children's performance (summative). These assessments, along with formative assessment, are used to formally track progression and help to highlight any barriers to learning for students who may display a requirement for Special Educational Needs (SEN) learning. All students joining the school are screened for the requirement of SEN provision.

By following the U.K. English National Curriculum, this ensures that Willow International Academy teaches a **broad and balanced** curriculum as stipulated by the U.K Department for Education DfE, including English, Maths and Science (core subjects).

At Willow International Academy, the School curriculum is the way in which we develop a broad band of knowledge (Annex 2) that exposes children to different ways of looking at the world. We aim to tailor their education to individual interest, need and aptitude, to maximise academic potential along with their spiritual, moral, social and cultural values.

Every child has access to an enriched, broad, balanced and differentiated curriculum. Diverse teaching strategies are used to develop the talents of each child and teachers use flexible delivery to ally high standards throughout, with opportunities for creative enrichment and to stretch and strengthen the student's abilities.

We aim to provide a curriculum that is:

1. Rooted in the content, ethos and outcomes of the English National Curriculum, but not limited by it.
2. Inspiring, creative, engaging and enjoyable for pupils of all abilities and which allows them to realise their full potential.
3. Well mapped to the upper KS2 curriculum leading to a clear transition and progression across KS3 with appropriate challenge in Year 7.

4. Providing pupils with excellent preparation for the demands of each progressive key stage.
5. Designed to allow the acquisition of outstanding 21st century skills and values.
6. Supported and enhanced, through the use of digital learning technologies from KS2 to KS4, with aims to create responsible digital citizens.
7. Developing the whole child and instilling key values through a curriculum that is enriched and supported by extra-curricular activities, PSHE, SMSC and that promotes pupils' physical and mental wellbeing.
9. Designed to encourage pupils to think beyond their own reality and develop a global appreciation and understanding of the worlds lawful, political and current affairs.
10. Designed to offer more interdisciplinary opportunities and that takes a more holistic approach to numeracy, literacy, health & wellbeing.

Extra-curricular activities

Outside the taught curriculum we aim to provide a range of extra-curricular opportunities that allow pupils to develop many skills relevant to the main curriculum and their spiritual, moral, social and cultural experience. A wide range of activities is offered at the start of each term. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year.

Common Values and Purpose

The curriculum, whilst paying due regard to achieving high standards in core subjects, English Maths and Science, is also broad, exciting and challenging.

The curriculum embraces the five outcomes set out in Every Child Matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Well-Being and Make a Positive Contribution.

From KS3 the curriculum is carefully planned and structured around Pearson Edexcel resources to ensure that learning is continuous and that the children make good progress with the development of their learning and have relevant access to content, in regard to final summative assessment (iGCSE).

We ensure that the knowledge and skills gained, are used across the whole curriculum and not simply in isolation and that meaningful links are made between subject integration or termly themes.

The curriculum engages the interest which encourages and motivates them to want to learn. It is exciting and offers children first-hand experience to reinforce their learning, to underpin their growing knowledge, skills, understanding and attitudes. It opens their eyes to the wonders of artistic creation and causes them to marvel at the incredible and fantastic world in which we live.

The curriculum relates to the values from collective assembly and the PSHE/SRE schemes which are studied throughout all key stages through our global citizenship programme. This provides a scaffold and direction to the students Spiritual, Moral, Social and cultural compasses.

Equal Opportunities

All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy which encourages respect for other people; paying regard to the protected characteristics as set out in the Equality Act 2010.

Guidelines

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the EYFS Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Years 1 to Year 12 the curriculum consists of:

- The National Curriculum - the programmes of study for each subject are used as the basis for long term and medium-term planning.
- School/parental agreed syllabus for R.E. - Parents may exercise their right of withdrawal from religious worship and instruction for assemblies and or PSHE/SRE tuition.
- PSHE curriculum - developed in response to Every Child Matters and incorporating SRE, DATE (Drugs, Alcohol and Tobacco Education), SEAL (Social and Emotional Aspects Learning) and supplemented with further work on Healthy Lifestyles.
- Pearson Global Citizenship scheme which is steered by spiritual, moral, social and cultural values and includes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all faiths and beliefs.
- Relationship Education at Primary level.

Throughout all Key Stages, opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, musicians.
- The use of the school grounds, local area and the wider environment.
- Educational visits.
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides 22 hours and 30 minutes teaching time which is divided into 6 45min lessons per day, providing 30 lessons per week. The curriculum is planned in such a way that it can be delivered over 34 teaching weeks including integrated time within the school year, for curriculum enrichment and collaborative events such as, residential visits, productions, cultural days, music & sports festivals and field trips.

The secondary timetable is based on 120-140 guided learning hours (GLH) per iGCSE subject, in line with Ofqual's Regulated Qualifications Framework (RQF) 2015. KS4 students follow a double science award which enables them, if required, to pursue an individual science qualification at A-level. Year 7 - 9 (KS3) students study the same range of subjects as Primary, with the addition of French from Year 7.

A Careers Guidance Programme focuses particularly on making iGCSE subject choices in Term 2 in Year 9. Pupils are spoken to regarding the options available for them to study in

KS4. An Options Evening is organised in Term 1 where the KS4 curriculum is introduced to parents. Parents and pupils have the opportunity, to meet with subject teachers to discuss their child's suitability for individual subjects at GCSE level.

Option blocks for GCSE are drawn up based on pupil/parental choices. Pupils are steered into appropriate subjects by senior staff taking into consideration the student's future intentions for further education or transition into a work environment.

All subjects in the curriculum are taught in classes with differentiation where necessary. An extensive range of high-quality resources is used to underpin the curriculum. Each secondary class uses focused Edexcel resources and cross-curricular links are made between subjects based on common themes where appropriate.

Homework is set weekly in each subject to link the curriculum with learning at home. This follows a timetable for each year group, in order to prevent students being overloaded at any one time. Homework is recorded in the student's planner which is also used as an aid for communication between the school/parents & parents/school.

Through Microsoft TEAMS, we have a Virtual Learning Environment (VLE) which further enhances the work that students do in school/home and is also focused on the National/Edexcel curricula to provide a blended learning approach. The VLE is also used to provide live lessons when remote learning for the school is necessarily activated.

To ensure progression and allow for cross curricular links, the school uses enhanced digital schemes of work for lesson planning. The planning promotes enrichment and continuity through all Key Stages using Edexcel's digital learning platform and paper-based resources.

Progression is monitored through Edexcel progression assessment at the end of units, term, or year and is intrinsically linked to the school marking scheme which promotes the Edexcel progression scale and allows a direct comparison to 9-1 grading for Secondary teaching. This enables foundation/higher pathways for individual students to be highlighted for GCSE progression.

Individual needs are catered for through personalised/differentiated learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work. Curriculum planning also promotes the importance of providing enrichment through learning about the Arts, Drama and Global citizenship.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents bi-annually in the Autumn and Summer terms. Parents are also invited to Parent/Teacher Consultation meetings in the Autumn and Summer terms. The Governing Body receives regular reports on the children's attainment compared to the U.K. national picture and similar schools and the children's prior attainment.

Target Setting

All children are set next step learning targets through teachers' marking and feedback and our use of assessment for learning (AFL). The Governing Body sets the statutory targets in the autumn term for those children reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the May/June assessment level as a base, challenging end of year targets in Numeracy, Writing and Reading Comprehension are set for each child with the expected progress being one full level each year at KS1 and 1-2 grades each year at KS2. KS3 & 4 targets are set using the Pearson Edexcel progression scale 1-12 with an expectation that year 7 students will enter their secondary schooling at step 3 on the progression scale.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Teachers monitor their subject, to ensure that it is implemented consistently and effectively in line with the agreed policies and specifications. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

Inclusion - provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

Specific targeted intervention, for children identified as requiring special educational needs support and curriculum extension for gifted and talented students.

Relationship Education

The Governing Body has an agreed policy for Relationships Education. Relationships Education forms part of the science and health education programmes of study and is taught using the PHSE/SRE scheme which has been agreed after consultation with parents, staff and governors.

The parents of children in Year 6 are given an opportunity to preview the video used as the basis for the Year 6 Sex Education programme of study which goes beyond the statutory science curriculum.

Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of spiritual, moral, social and cultural values. This provision is enhanced through our Edexcel Global Citizenship scheme which runs through the whole school.

Self Esteem and Self Worth

Celebration assemblies are held on a regular basis recognising the achievements of our children.

Talents of individual children are celebrated within class and at school assemblies and in school productions. The awarding of House Points/merits also encourages children to give their best effort both in their schoolwork and in their behaviour towards others. The use of Pearson Global Citizenship resources which form part of the PSHE curriculum aim to build children's self-esteem as well as SMSC values.

Children's work and achievement within the curriculum is celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the school ethos.

Review of Policy

This policy is a statement of aims and principles relating to the school's curriculum. The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.

Annex 1: The structure of the English National Curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship / PSHE			✓	✓
Computing	✓	✓	✓	
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

Source: [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363622/national-curriculum-in-england-framework-document-2014.pdf)

In the English national curriculum, all schools are also required to teach religious education at all key stages. However, parents may opt their children out of lessons which deliver religious or sex education in our science, citizenship and PSHE provision.

Secondary schools must provide sex and relationship education and Primary schools must provide relationship education from KS2. This provision is incorporated in our extensive Citizenship/PSHE and science schemes of learning.

Annex 2: Willow International Academy Curriculum by subject & academic Year.

Overview of school curriculum structure

LEVEL	PRIMARY			SECONDARY	
KEY STAGE	KEY STAGE 1	KEY STAGE 2		KEY STAGE 3	KEY STAGE 4
AGE	5 - 6	7 - 8	9 - 10	11 - 14	14 - 16
YEAR GROUP	1 & 2	3 & 4	5 & 6	7 to 9	10 & 11
ASSESSMENT	Reading & Phonics	SATS		Baseline Test Choices - iGCSE	iGCSE Exams

Lesson allocation by subject & year group

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English Language	4	4	4	4
Mathematics	4	4	3	3
Science	4	4	3	5 Double
Spanish	2	2	4	4
Foundation subjects * = Compulsory				3 x iGCSE Choice = 9
Physical education *	4	4	3	2
Citizenship / PSHE *	2	2	1 + Tutor	1 + Tutor
Computing - ICT	2	2	2	Choice
Languages - French	-	-	2	Choice
Geography	2	2	2	Choice
History	2	2	2	Choice
Music & Drama	2	2	2	Choice
Art and design	2	2	2	Choice
English Literature	-	-	-	Choice
Physical Education iGCSE	-	-	-	Choice
Study	-	-	-	2

Total Lessons	30	30	30	30
----------------------	-----------	-----------	-----------	-----------