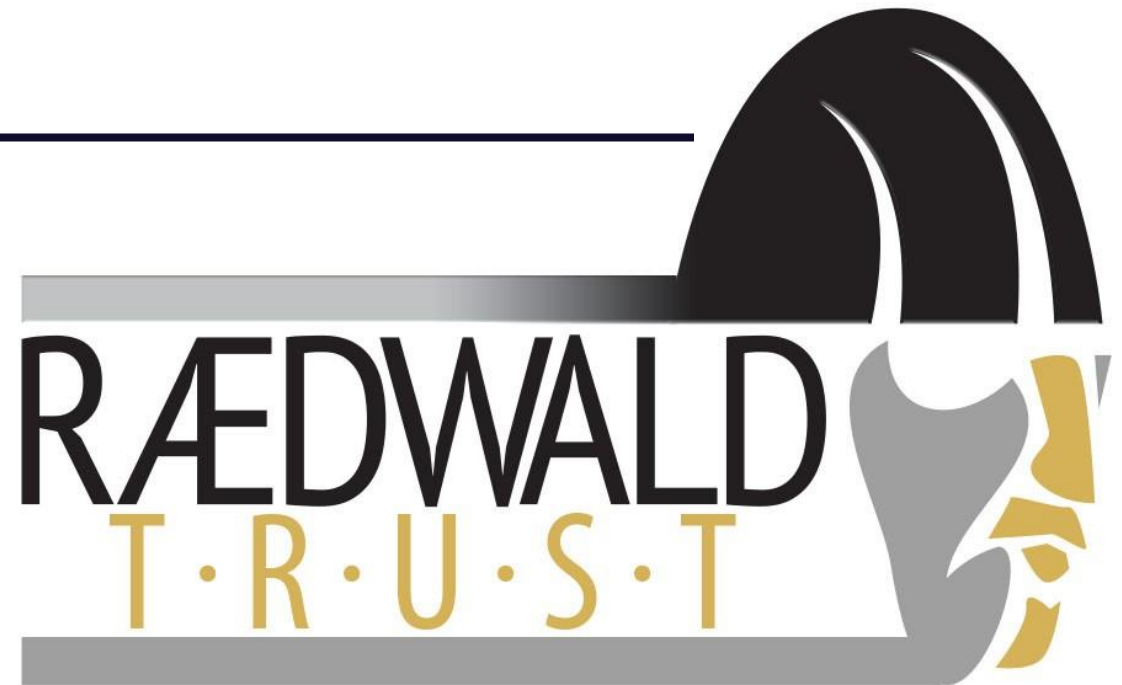

WESTBRIDGE ACADEMY CURRICULUM OUTLINE



2019-2020

The vision for our pupils

- Westbridge Academy aims to deliver a broad, balanced and exciting curriculum to all of its learners.
- The curriculum offers an element of choice underpinned by a strong core consisting of English, Maths, Science, ICT, Art and Design and PHSE alongside sports and activities.
- The offer enables students to develop behaviours that support learning as well as addressing academic, social and emotional needs.
- In developing our Key Stage 4 curriculum, our main aim has been to maximise the chances that, after they have left us, our students will engage positively in education, employment or training. Having been assessed as part of their induction, our students will find themselves on a pathway that is either vocational or academic or a combination of the two.

Our commitment to our pupils

- To provide a balanced, accessible and relevant range of learning experiences
- To know our students - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them
- To develop our students as learners and as people such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our students with the most up to date information, advice and guidance on opportunities that they will have after leaving

The origins of our curriculum: Concentric and experiential

- Literacy and Numeracy: we place great emphasis on these in all subject areas and, for some, targeted intervention is also applied. Mathematics and English occupy a large part of the timetable.
- Qualifications: all courses taught are accredited. As well as English and Maths at GCSE or Functional Skills, a broad range of vocational and academic qualifications are available including science, ICT, Art & Design, Photography, PSHE and PE. All of the qualifications we offer are recognised by both educational and industry providers. We have sought to offer practical courses that reflect the local job market and student interests. We have fully equipped practical resources including a teaching kitchen, a digital music suite and more.
- Enrichment: Another important part of our work on personal development is our Enrichment programme which includes work at a local care farm, boxing, football and other sports, song writing, music production, drama and dance, and first aid to name a few

- Information, Advice and Guidance: we go to great lengths to help our students to find the right post 16 destinations, ones that they can access and sustain and that they will enjoy. We continue to stay in touch with our leavers through our Transition and Reintegration Facilitators, tracking their progress and supporting them when needed.

The structure of our curriculum

YEAR 10	Autumn		Spring		Summer	
English	Inspector Calls	Romeo & Juliet	Poetry	Of Mice and Men	Transactional Writing	Poetry revision & exam techniques
Maths	Fractions/decimals/percentages Mensuration	Ratio and proportion and graphs	Geometry	Indices and Probability	Algebra and statistics	Number operations
Science	Cell Biology	Cell Biology	Organisation	Infection and Response	Infection and response	Bioenergetics
PHSE	Personal Safety and British values	Emotional Wellbeing	Sex & Relationships	Drugs	Healthy Lifestyles	Life skills and action planning
Expressive Art	Basic Skills Workshop	Friends and Alliances	Portraits and Identity	Photography	Sculpture	Animation

YEAR 11	Autumn		Spring		Summer	
English	Narrative Writing	Descriptive Writing	Opinion writing	Reading Non-fiction texts	Revision and exam preparation	
Maths	Algebra and functional questions	Graphs of equations Statistics	Geometry	Congruence and Probability	Algebra	
Science	Homeostasis and response	Homeostasis and response	Inheritance, variation and evolution	Inheritance, variation and evolution	Ecology	
PHSE	Sex & Relationships and Drugs	Transition work and PWL / Economic finance	Transition work and PWL	Transition liaison and work	Supported revision programmes	

Expressive Art	Personal Project 1	Personal Project 2	Exam paper preparatory studies	Exam paper preparatory studies	Exam paper preparatory studies	
-----------------------	--------------------	--------------------	--------------------------------	--------------------------------	--------------------------------	--

Each unit will be planned to ensure all students are constantly re-engaged and that new students to the school are baselined to allow appropriate curriculum starting points. The above outlines the central themes for the Spring and Summer terms. From this long-term overview, a medium-term plan of key objectives in each subject area is used to map and outline the intended learning. Included in medium plans are links to GATSBY Benchmarks, Rights Respecting Schools, Safeguarding and Literacy and Oracy across the Curriculum. Teachers are expected to use this, alongside assessment information* to ensure teaching takes account of pupils' starting points and ILP to form short-term weekly or daily plans. All learning is focused on qualification outcomes tailored to the appropriate level of challenge to each independent student.

Off-site provision

The school provides pupils with a broad range of off-site learning opportunities which are designed to develop their skills in engaging with the wider world and seeing a purpose to their learning. Off-site opportunities will vary according to a given pupils' interests and skills but all pupils will be given equal opportunity to positively engage with learning outside of the school environment.

Assessment for learning

Teachers planning will derive from the rich and robust curriculum but will ensure that what is planned meets the learning needs of all pupils. This requires a careful use of assessment information* to identify what pupils need to learn next and how they can be supported in making good progress.

****Assessment systems and practices are fully outlined in the Assessment Policy.***

Character development

The Thrive approach sits at the heart of our work around how we support pupils in developing emotionally, socially and personally. This is intrinsically woven into our curriculum as well as being explicitly linked to our PHSE programme of study. (See PHSE policy.)