



CURRICULUM POLICY

Aims and Principles

Curriculum Intent – Progression and Belonging

The purpose of our curriculum is to ensure that all students experience a broad, balanced and enriching learning journey over seven years of study. We aim to provide a high-quality education that matches the aspirations of our community. A curriculum that develops our students as lifelong learners, equipping them for success in school and in their next steps. Our curriculum is the lived experience, a combination of the taught curriculum and the students' wider experiences.

Our curriculum provides a coherent framework for progression within, between and beyond subjects. A curriculum through which the students develop the knowledge, skills, conceptual understanding and learner attributes that they need to enter the world of work, an apprenticeship or further education as successful, confident and healthy individuals who are proud contributors to society.

The highly sequenced knowledge identified within our curriculum allows students to unlock future learning. The conceptual understanding developed allows students to form their own schema – or what we sometimes refer to as the big ideas and how they connect as our understanding develops. Into this they can assimilate and accommodate further learning. Central to the learner attributes, is the explicit awareness of the way in which we learn, encouraging students to reflect, improve and learn from their mistakes. Each of the subject areas has carefully sequenced these aspects of their curriculum, to support students understanding and development of schema.

Our curriculum strives to maximise the synergies between different strands and subjects, that build on prior learning and the development of tier two language (tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading). Leaders have a wholistic view of the curriculum.

The curriculum plans enable all students to become Warlingham Learners.

COURAGE	COMMITMENT	KINDNESS
<p>We are up for a challenge</p> <ul style="list-style-type: none">◆ Adventurous◆ Motivated◆ Curious 	<p>We keep going, even when things are hard</p> <ul style="list-style-type: none">◆ Perseverance◆ Effort◆ Delayed Gratification 	<p>We think of others' feelings before we act</p> <ul style="list-style-type: none">◆ Respect◆ Consideration◆ Empathy 
<p>We see mistakes as opportunities to learn</p> <ul style="list-style-type: none">◆ Take responsibility for our actions◆ Resilient (buoyancy)◆ Determined 	<p>We plan and anticipate</p> <ul style="list-style-type: none">◆ Methodical◆ Organised◆ Rigorous 	<p>We celebrate our differences and treat people as equals</p> <ul style="list-style-type: none">◆ Tolerance & Acceptance◆ Openness◆ Open-mindedness 
<p>We try to do things better than we did them before</p> <ul style="list-style-type: none">◆ Reflective◆ Self-evaluative 	<p>We are capable of managing distractions</p> <ul style="list-style-type: none">◆ Focused◆ Goal orientation◆ Tenacity 	<p>We volunteer</p> <ul style="list-style-type: none">◆ Citizenship◆ Engagement◆ Support 

Progression Model

- Teachers will develop a cohesive, cumulative and highly sequenced subject curriculum designed with long-term memory and short-term cognitive load in mind. Teachers will plan the curriculum around “destinations” – clearly defined and mapped curriculum end points in the following areas:
- “Knowledge”, semantic knowledge (being able to recall, define and use vocabulary in complex sentences). This knowledge is cemented through repeated testing.
- “Understanding” – schematic knowledge (being able to explain how vocabulary links to core concepts which need pre-teaching). This knowledge is cemented through repeated organising.
- “Skills” - procedural knowledge (being able to explain the steps to undertake in order to meet success criteria). This knowledge is cemented by repeated practising.
- “Attributes” – knowledge of metacognition (being able to explain how the brain learns, how character is developed and the importance of mindset in successful goal attainment). This knowledge is cemented by repeated reflection.

Teachers will have a clear rationale and plan for assessment within each unit so that:

- They are able to be responsive in their teaching, adapting their curriculum and lessons to respond to changing student starting points.
- They are able to give timely feedback to students, parents and other stakeholders about which curriculum endpoints have and have not been mastered and guidance about next steps. Teachers will keep records where appropriate to support this process. Teachers will consider cognitive load when giving feedback to ensure it is meaningful.
- They can engineer the success of all students, providing opportunities for authentic praise.

A progression model means that the curriculum is planned, delivered, and received in a sequence that allows students to acquire and learn knowledge that will enable them to become better at the subject and make the next step. A progression model also means that where students have not learnt the threshold knowledge, the curriculum is adapted to reteach/revisit/reinforce.

Engineering success means that all stakeholders (particularly learners) have a good awareness of the required knowledge and are provided with frequent opportunity to demonstrate and apply their knowledge. Students are provided with destinations, success criteria and models of assessment.

Diversity, Inclusion and Belonging

Teachers will ensure that all students can see themselves in the curriculum and that curriculum decisions are made with a view to ensuring all students have a sense of belonging in Warlingham School and the wider community. This will entail careful consideration of:

- Stimulus materials, for example selection of texts, case studies, sources and examples
- Topic areas
- Perspectives and voices

At Warlingham we want our students to feel their school is a place in which they belong, a safe place to be themselves, to be challenged and a place where they can be heard; where their cultures and identities are welcomed, celebrated and fairly represented. Warlingham School seeks to prepare its students to be Global Citizens so it is important to teach them to live peacefully in the wider society where they treat each other with kindness and respect.

[Equality Diversity and Inclusion Policy](#)

Reading

Teachers will explicitly teach reading in every learning sequence so that:

- All students develop a love of reading - reading for pleasure
- All students have the vocabulary to understand a wide range of texts – reading for understanding
- All students are strategic readers using reading strategies to be able to find useful information in texts quickly – reading for information
- All students reflect on what makes a good written answer in each discipline – reading for writing

Monitoring and Quality Assurance

All three elements of the quality of education (intent, implantation, impact) will be systematically monitored and quality assured by leaders within the school. At a department level this will be led by Heads of Department and Teachers with department level responsibilities. At a whole school level this will be led by SLT(senior leadership team), SLT Line Managers and Lead Teachers will help support and quality assure the monitoring undertaken in departments. A Calendar of Quality Assurance activities will be published at the beginning of each year.

To ensure our monitoring of all key elements of the quality of education is robust, streamlined and strategic, each year group will have been monitored in terms of Curriculum, Teaching and Learning at some point across the year. This will tie in with available data in the case of work scrutiny.

Record Keeping

In order to deliver on the ‘assurance’ element of this process clear records need to be kept to identify:

- Learning from monitoring
- Next steps in recognising and rewarding quality
- Next steps in taking action to address any areas where the expected standard is not being met
- Impact – closing the loop to check that actions taken have led to the expected standard now being met. Recognising and rewarding where it is and taking further actions to address it where it is not.

Responsible for Policy:	Mr P Seward
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