

Curriculum Policy

Version 3

This policy applies only to Pre-16 New Collaborative Learning Trust institutions.



Wingfield Academy

CONTENTS

Paragraph Number	Heading	Page Number
1.0	Curriculum Intent	3
2.0	Curriculum Implementation	4
3.0	Curriculum Impact	4
4.0	The Curriculum Model	5
5.0	Enrichment and Personal Development	6
6.0	Post-Covid Curriculum Policy	9
7.0	Artificial Intelligence	10

1.0 Curriculum intent

1.1 The single most important driver in all that we do is to remain 'child centred, progress focused'. From this starting point our curriculum intent has evolved.

1.2 Our curriculum is much more than just lessons. It includes the ethos, attitudes and relationships that we intentionally cultivate to make Wingfield a 'very special place' to learn.

1.3 Our curriculum will:

1.3.1 Engender a clear sense of aspiration and acquisition of core knowledge and skill.

We place a high value on our teachers as experts in their subject areas. We want our pupils to have access to the best that has been thought and said, and with this in mind our teachers think carefully about what to teach and how best to teach it. We want pupils' future options to be wide, so we do not narrow the curriculum. KS3 focuses on giving every child the widest experience possible.

1.3.2 Ensure all students make outstanding progress - no child left behind.

To have the highest of expectations of our young people and ensuring they have the highest aspirations of themselves is a non-negotiable. Our intention is then to remove barriers to learning to maximise life chances and diminish social disadvantage.

Some students will come to us with barriers; gaps will need closing and intervention delivered if we are to ensure students make outstanding progress. These barriers could include:

- Literacy
- Numeracy
- Oracy
- Vocabulary
- Social, emotional and mental health (SEMH)
- Social disadvantage

1.3.3 Develop well-rounded individuals who are ready to take their place in society.

Our core student values of Respect, Responsibility and Resilience will be nurtured from day one and will underpin the way in which we deliver our curriculum and undertake our day to day routines.

1.3.4 Provide memorable learning experiences.

Developing the cultural capital of our students, ensuring they experience things outside of their everyday is an imperative. Learning experiences, knowledge and skills are sequenced and interwoven throughout the curriculum to provide students with the relevant experiences they need to be successful.

2.0 Curriculum Implementation

- 2.1 The Academy believes that a coherently planned and intelligently sequenced curriculum by passionate, hardworking and knowledgeable teachers, is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares pupils for the next stage in their education. This is complimented by the academy's Teaching and Learning Excellence model which is informed by cognitive science: great explanations, core knowledge and elaborate illustrations, opportunities for retrieval, frequent low-stakes tests and dual coding, as well as explicitly teaching students how to revise independently, and providing them with the resources and accountability to engage in regular and effective revision, creating a foundation for progression to the next level.
- 2.2 Curriculum road maps demonstrate how key ideas are developed, built upon and spiralled throughout a 5-year journey, which allows for interleaving, spaced practice and retrieval to be well planned and sequenced. Curriculum plans identify the core knowledge and skills that are required for students' to be successful. There are opportunities for students to apply their learning using a variety of methods to demonstrate their learning.

3.0 Curriculum Impact

- 3.1 Curriculum impact is demonstrated through the acquisition of knowledge, cultural capital and how well prepared our students are to move onto life beyond Wingfield. In judging the impact of the curriculum, a wide range of measures are used:
- Student outcomes – what do students leave with, are they suitably qualified? This is analysed throughout every year group so we can adapt and adjust the curriculum offer as required.
 - Student destinations – where do our students progress onto after Wingfield?
 - Learning walks and lesson observations.
 - Book looks.
 - Curriculum Team discussions and curriculum planning and evaluation meetings.
 - Attendance data.
 - Extra-curricular engagement.
 - Regular assessments/moderation.
 - Progress tracking – gender, disadvantaged, SEND and prior attainment.
 - ATL data, reflecting students who are invested in their learning.
 - Excellent careers, information, advice and guidance.
 - Embedding a rich knowledge-based curriculum.
 - Ambitious and challenging curriculum.
 - Student voice.
 - Parental voice.
 - Staff voice.
 - Students who achieve the pledge in each year group.
 - Students who achieve the baccalaureate in each year group.

4.0 The Curriculum Model

4.1 Year 7, 8 and 9

At Key Stage 3, students experience a full range of academic, practical and creative subjects. The curriculum builds powerful knowledge and develops strengths and areas of interest for all of our students.

<u>Year 7 and 8</u>		<u>Year 9</u>	
Subject	Number of Lessons	Subject	Number of Lessons
English	4	English	4
Maths	4	Maths	4
Science	3	Science	4
History	2	History	2
Geography	2	Geography	2
Spanish	1	Spanish	1
PE	2	PE	2
RE	1	RE	1
PSHE	1	PSHE	1
Performing Arts (Drama, Dance and Music)	2	Performing Arts (Drama, Dance and Music)	2
DT and Computing	2	DT and Computing	1
Art	1	Art	1

4.2 Year 10

In Year 10, all students follow the core curriculum of:

<u>Year 10</u>	
Subject	Number of Lessons
English	4
Maths	4
Science	4
PSHE	1
PE	1

<u>Year 10 Options</u>	
Subject	Number of Lessons
Option A History or Geography or Spanish or Separate Science	3
Option B Citizenship	3 in Y10 2 in Y11

PE Music Spanish Engineering H&SC Food IT Dance	
Option C Citizenship Child Care Art History Engineering Food Drama IMedia Photography Product Design	2 in Y10 3 in Y11
Option D Art PE Geography Music Engineering H&SC Food Photography Product Design	3 in Y10 2 in Y11

4.3 Year 11

The core curriculum changes in Y11, but the options remain the same:

<u>Year 11</u>	
Subject	Number of Lessons
English	4
Maths	5
Science	5
PE	1
Option A - Geography / History	3
Option B	3
Option C	2
Option D	2

**PSHE is taught through drop down days*

5.0 Enrichment and Personal Development

We believe that our enrichment and extra-curricular offer is just as important as our timetabled curriculum. Our curriculum intent is about developing well-rounded individuals who are ready to take their place in society and providing memorable learning experiences. At Wingfield Academy, this enrichment and personal development takes many forms.

5.1 Subject Enrichment

- 5.1.1 All curriculum areas have planned a variety of activities and opportunities to enrich learning that is interwoven/embedded within the curriculum. These could include trips and visits, visiting speakers, links with local providers or further and higher education providers.
- 5.1.2 Curriculum areas also plan activities to further develop students' knowledge and understanding through a range of out of classroom learning experiences such as master classes, tuition, ILT, period 6 classes and one grade higher projects.

5.2 Careers and Guidance

We believe that a key element of raising student aspiration is rooted in high quality careers and guidance education. This is delivered through PSHE lessons, tutor time and drop down days. The opportunities are underpinned by the Gatsby Benchmarks and in each year group, students receive a range of opportunities to develop their knowledge and understanding in this area:

- Year 7
 - Developing skills and aspirations
 - Employability skills
 - Exploring skills/qualities and strengths
 - Researching jobs that match students' skills/qualities
 - Action planning
 - Guidance interviews
- Year 8
 - Why do people work?
 - Exploring the different types/patterns of work
 - Different types of work available locally/LMI
 - Challenging stereotyping
 - Post 16 options/action planning
 - Guidance interviews
- Year 9
 - Decision making skills
 - Exploring skills and qualities
 - Linking curriculum subjects to the world of work
 - Job exploration/Apprenticeships
 - Action planning
 - Options interviews
 - Guidance interviews

- Year 10
 - How to apply to colleges (attend College Taster Days)
 - Higher education options
 - Work experience preparation
 - Rights/responsibilities in the workplace
 - Health and safety in the workplace
 - CV writing/personal statements
 - Mock interviews
 - Guidance interviews
 - Taster Days
- Year 11
 - Applications to colleges (attend College Taster Days)
 - Apprenticeships
 - Guidance Interviews

5.3 Work Experience

- 5.3.1 All students have the opportunity to take part in work experience, with two weeks set aside in Year 10 and work experience is promoted as an opportunity to find out more about the world of work and an important part of student discernment about their future options. The Careers Team ensure that students find suitable, safe and appropriate placements and the completion of work experience forms part of the evidence towards the Baccalaureate.

5.4 Extra-Curricular Enrichment

- 5.4.1 An extensive menu of extra-curricular enrichment opportunities is provided for students within school. In Year 7, we have a mandatory enrichment offer, where every student experiences a range of clubs and societies and from Year 8 onwards, these become voluntary. The range of clubs and societies is constantly developing and ranges from sports, to Drama and Dance, from Serious about Science to RE from LGBTQ+ to peripatetic music lessons plus many more. Students choose to participate for their own enjoyment or can go on to represent the school in sporting fixtures or one of the many performances put on throughout the school year.

5.5 Pastoral Curriculum Enrichment

- 5.5.1 There are many enrichment opportunities delivered through our pastoral curriculum which are designed to give students exposure to content and use skills that they may not experience in their day to day curriculum. Some of the ways this is delivered is;

Through assemblies
Tutor time
Votes for Schools
Debates

5.6 Votes for Schools

- 5.6.1 Votes for Schools is a debate and online voting system designed to give all young people a better knowledge of current affairs. During tutor period each week,

students participate in lively debate about a topical issue, which is then followed by a class vote. This vote is registered on the national program, so students can see how their views compare to those of other young people around the country. Recent topics have included: 'are communities strengthened in a crisis?', 'will increased awareness help end modern slavery?' and 'should male and female mental health be approached differently?' The knowledge that students gain from Votes for Schools can be helpful for all sorts of situations.

The Wingfield Pledge

The pledge is available in each year and has a bespoke offer for each year group, with students having the opportunity to achieve Bronze, silver and gold in each of the 4 categories in each key stage. The pledge is split into 4 strands:

1. Wingfield Values
2. Life Beyond Wingfield
3. Active Citizens
4. Cultural Experiences

5.7 Partnership with Hull University

5.7.1 To ensure that our students follow a full programme with a Higher Education provider, we have established a partnership with Hull University to ensure that all of our students receive a 'minimum entitlement' and build a meaningful relationship with a University provider, raising their expectations and aspirations. Our programme includes:

- Year 6 - During rollover, a campus visit and activity workshop focusing on them as learners.
- Year 7 - Focus on Transition. Work with student ambassadors on increasing understanding of university - focus on transition from primary to secondary, secondary to FE and then university. Students develop their top tips for transition and send to primaries, write a letter to their future self - save until Year 11 workshop.
- Year 8 - Focus making choices. 1 hr workshops on strategies to make informed choices. In School experience.
- Year 9 - Focus Student Experiences. Visit to university, 4 x 1 hour workshops on finance, life at university, support available and being a student.
- Year 10 - Focus Careers. All on skill sets, delivered by Alumni team.
- Year 11 - Focus Study Skills. Visit to university and go through workshops on how to study and complete educational projects on subjects of their choice and come back for a presentation.

6.0 Post-Covid Curriculum Policy

6.1 It is important to acknowledge that the pandemic has had an impact on the consistency of learning for our students. As a result, there will be a variety of wave 1 intervention in all subjects. Assessments will take place to assess what students know, understand and are able to do and at wave 1, teachers will ensure that the content that they can't

know, remember or apply will be re-taught. There will also be bespoke ILT set to ensure that all students have the opportunity to retrieve key knowledge that was taught in the pandemic. At Wave 2 and 3, there will be whole school approached to ensuring that no students are left behind, including period 6 lessons, 1:1 and small group tutoring from the National Tutoring Programme and our staff, as well as Saturday masterclasses and school holiday catch up sessions.

7.0 Artificial Intelligence

7.1 Defining Artificial Intelligence

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes is likely to be considered malpractice within exam board regulations, and a serious breach of the student code of conduct.'

Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions.

Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

Some AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

There are also some AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

7.2 AI Misuse

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

7.3 Ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, will be considered a form of plagiarism. Teachers must be assured that the work they accept for assessment and mark is authentically the student's own work.

The below are activities to reduce the chance of AI misuse:

- Class teachers where possible will compare previously created work to word processed or computer aided work to consider whether the standard of work remains broadly in line with the students progress
- Carefully consider the design of assessed work ensuring that elements will not be able to be generated by AI
- Not accept work where AI has clearly been identified to have been used by an obvious change in style and consider this malpractice
- Where viable teachers should plan for periods of work to be completed under supervision so they can assess students current working standards
- Consider where there are any concerns, whether a verbal discussion over a piece of work would confirm how it has been constructed