

Curriculum Policy 2025-2026

This policy seeks to support the academy's academic aims, but its implementation will also promote the fulfilment of many of the personal aims and social aims. The curriculum policy supports the framework of Wood Green Academy as being 'comprehensive, non-selective and demanding'. It actively promotes the principles of 'individual human worth, achievement, equal value, co-operation, openness and respecting differences'. This policy expresses a key way in which the academy can fulfil its role as 'a childcentred school - concerned with the whole child - which works at being inclusive'.

Curriculum aims

The aims of the curriculum of Wood Green Academy are to enable students to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- communication skills so that students can communicate precisely and effectively;
- their creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- an awareness of the student's place in the community and opportunities for service to each other and to the community.

These aims integral to the Academies Key Aims

Key Intentions: for 2025/26:

1	To ensure our students attend, are punctual, able to learn and develop
2	To ensure our students behave in a kind and respectful manner to everyone all of the time

3	Recruitment and training of staff to ensure that students are successful, respectful, health and kind.
4	High quality and well taught academic curriculum that enables students to be successful, respectful, healthy and kind.
5	High quality and well taught enriching curriculum and wider opportunities that enable students to be successful, respectful, healthy and kind.
6	To ensure our students are safe.
7	To use the Self Determination Theory to improve aspects of competency, autonomy and a sense of belonging for our students to improve behaviour, attendance and overall achievement.
8	To ensure that the academy is a going concern, well led, managed and governed to enable students to be successful, respectful, healthy and kind.

Curriculum principles

Student entitlement

As a fully comprehensive, 11 - 19 school, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we work to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning;

This is achieved by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on the grounds of ability.

Access

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming de-motivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different

teaching styles and work, so that they might continue to participate at the most appropriate level for them. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

Expectations of staff

Putting principles into practice Staff are expected actively to promote and seek to secure the curriculum aims (above) and, to

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are given a means of which to access the curriculum and given opportunities to succeed;
- deliver subject content which builds upon students' previous experiences, providing progression and continuity;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers informed about the progress and achievements of their child.

Curriculum structure

The timetable and setting

The school operates a 50-hour teaching period per fortnight, 5 periods per day each of which is one hour in length. Fifteen minutes per day are devoted to form time and year assemblies. 20 minutes a day is given to personal development time in forms. This means that teaching time is 25 hours per week, in line with government recommendations.

Key Stage 3 – Years 7 and 8

There are 50 periods per fortnight:

- English (7) Including Drama
- Mathematics (7)
- Science (6)

- Technology (4)
- Modern Foreign Language (6)
- Physical Education (4)
- Religious Education (2)
- Music (2)
- Art (2)
- Computing (2)
- History (4)
- Geography (4)

Technology consists of a variety of subjects: Food Technology, Textiles and Design Technology. Personal and Social Development is delivered through our Step Up 4Life programme. Year 6 students take a reading test which along with the recommendations of their Primary Schools, form the basis for setting students according to their ability.

Population 1

M	- very able and
R	- able students
L	- average ability students
F	- students approaching average ability
W	- students needing additional support

Population 2

C	- very able and
T	- able students
H	- average ability students
Y	- students approaching average ability
G	- students with specific learning needs

In **Year 7** students are taught in these groups for: Art, English, Music, Geography, History and Religious Education. For Mathematics, Science, Technology, Modern Foreign Languages, PE and Computing students are in sets according to their ability in each of these subjects.

In **Year 8** students are taught in these groups for: Art, Religious Education and Music. For English, Mathematics, Modern Foreign Languages, Geography, History, Computing, PE, Science and Technology students are in sets according to their ability in each of these subjects.

Students in teaching group G in Years 7 and 8 have access to the whole KS3 curriculum and receive extra support through a Skills Development programme delivered by the SEND department.

Students' progress is carefully monitored through assessments, class work, homework, termly reports, data collections and internal school examinations. Students are moved teaching groups and sets when it becomes apparent they are misplaced.

In Year 8 students follow a structured options programme which enables them to make an informed choice as to which subjects they will study in Years 9, 10 and 11. The programme ensures that each student receives an information booklet, attends a presentation session, investigates possible careers (Step Up 4Life programme) and undergoes at least one interview with a member of the Senior Leadership Team, the SEND Co or the Year Leader. The Student Support Manager is also present in the option interviews for the vulnerable students. Parents of SEND students are also invited into school to

speak to the SEND Co about option choices before the interviews take place. The Senior Leadership Team, SEND Co and the Year Leader all have access to each student's prior assessment data, attendance records, referrals etc, which can all be used to ensure students are placed on appropriate courses.

Key Stage 4 – Years 9, 10 and 11

Year 9 – Mathematics (8), English Language and English Literature (8), Science (6), Computing (2), RE (2) and a full Step Up 4Life programme.

In Year 9 students' study four optional courses over three years (five hours per fortnight for each option). Students must study at least one EBacc option subjects (Computer Studies, Geography, History, MFL or Triple Science).

Years 10 and 11 – Mathematics (8), English Language and English Literature (8), Science (10), PE (4) and a full Step Up 4Life programme.

The range of Level 2 optional courses offered comprises: -

- HISTORY
- GEOGRAPHY
- FRENCH / GERMAN
- BUSINESS STUDIES
- BUSINESS RETAIL
- ART AND DESIGN
- MUSIC (GCSE)
- ICT (BTEC)
- DANCE (BTEC)
- DRAMA
- P.E.
- HEALTH AND SOCIAL CARE (CAMBRIDGE NATIONAL CERTIFICATE)
- MEDIA STUDIES
- SOCIOLOGY
- PSYCHOLOGY
- TRIPLE SCIENCES – BIOLOGY, CHEMISTRY AND PHYSICS (targeted students)
- RELIGIOUS STUDIES
- COMPUTER SCIENCE
- DESIGN AND TECHNOLOGY
- SPORT (BTEC)
- ACHIEVE PROGRAMME (targeted students)
- SKILLS DEVELOPMENT (targeted students)

Key Stage 5 – Year 12 and Year 13

Students are expected to choose a minimum of 3 advanced level subjects to study from a wide range of A Level, OCR National and BTEC courses;

ACCOUNTANCY

ART
BIOLOGY
CRIMINOLOGY
ENGLISH LANGUAGE
ENGLISH LITERATURE
ICT
MATHS
FURTHER MATHS
MEDIA STUDIES
BUSINESS STUDIES
SOCIOLOGY
COMPUTER SCIENCE
PE
PHOTOGRAPHY
PSYCHOLOGY
CHEMISTRY
Modern Foreign Languages
HEALTH AND SOCIAL CARE
HISTORY
DRAMA
GEOGRAPHY
PHYSICS
SPORT
DESIGN AND TECHNOLOGY
RELIGIOUS STUDIES

EXTENDED PROJECT QUALIFICATION

Any student who has not passed GCSE Maths or English at grade 4 or above is required to study for the qualification again in Year 12. In addition, all sixth form students follow a Study Skills and Step Up 4Life programme which prepares students for the world of work and University.

Class sizes

In Years 7 - 8, the class sizes vary from 15-32 students, with the average class size being around 27. Where setting exists, the norm is to create smaller groups for the least able students, so that more individual attention can be provided.

In Years 9, 10 and 11, groups in English, Mathematics and Science average at about 25 students. Most other subjects are options and group sizes vary, average class size is 20. In the sixth form, the minimum size of a viable group is around 12 students.

The learning environment

The academy is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the academy. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively with adequate resources that are provided and are accessible, and that students treat classrooms, workshops, study rooms and the resource centre with respect.

Student Voice

Students are consulted on issues relating to the curriculum through the Student Council and any feedback is taken into consideration e.g. using different colour signs around the school to distinguish between Week One and Week Two. Students have also shared their views on the choice of optional subjects available. As a result of this the academy has recently introduced the Extended Diploma in Health and Social Care and Business and more recently Criminology. At KS4 we have introduced Business retail.

Schemes of learning and lesson planning

Each department is required to have schemes of learning for all courses. These schemes of learning are followed by all departmental staff and their delivery monitored by Heads of Department. Schemes of learning set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of learning are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Departments also have marking policies which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways.

Please read the Teaching and Learning and the Assessment, Feedback and Marking Policies for more detail.

Homework

Wood Green Academy recognises the importance and value of homework as an extension of class work, and a vehicle to practise skills, acquire new ones and develop good study habits.

Special Educational Needs

The role of the special needs department is to support the right which all students must access the curriculum, regardless of their ability. Students, whether they have special educational needs or not, have an equal opportunity to participate in the full curriculum of the academy and all activities. Students with special educational needs are encouraged to become independent and take responsibility within the academy.

Please read the SEND Policy for more detail.

High Potential students

Some students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, attendance at lectures and conferences, and opportunities to participate in external groups, societies, teams and organisations.

Please read the High Potential Policy for more detail.

Information and communication technology

We believe that the development of capability in the use of ICT is an essential requirement of students' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at Wood Green Academy is guided by the following principles:

- all students have an entitlement to the use of ICT, throughout key stages 3 and 4. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas;
- ICT resources are planned and deployed within the context of Wood Green as a community academy. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of both the academy and community users;
- the main forum for policy review and implementation is the e-Learning across the curriculum group. Staff representing all departments work together to promote a wider understanding and application of ICT;
- staff are strongly encouraged to make full use of opportunities for professional development in ICT. Practical workshops are held on a regular basis as part of the CPD programme.

Please read the eLearning Policy for more detail.

Religious Education

The aim of religious education at Wood Green Academy is to enable students to understand the nature of religion, its beliefs and practices. In Years 7 and 8 one hour per week is devoted to religious education in order to complete the Key Stage 3 programmes of study. In Year 9 one hour a week is also devoted to religious education and this is used to complete the Key Stage 4 programmes of study. This work is then supported and built upon via the use of immersion days and personal development time in all years.

Spiritual, moral, social and cultural development

Spiritual development is accomplished in a variety of ways, but mainly through the Religious Education lessons and immersion days where students are actively encouraged to examine the nature of religion, its beliefs and practices.

Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. In some subjects, notably perhaps art, drama, music and English, students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow students to develop a sense of awe and wonder and to reflect upon feelings and ask questions about meaning and purpose.

Moral development is promoted through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the academy community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as Year councils, working groups (e.g. Eco Schools, Teaching and Learning Group) representing the academy at meetings, work in support of charities, and assisting at parents'/carers' evenings, performances and events. The community dimension of the academy, mainly through our specialisms also presents opportunities for positive interaction between students, adults and the community in general.

Cultural development is encouraged both within lessons and through a very wide variety of extracurricular activities such as music, drama and dance workshops and performances, art exhibitions and regular visits from theatre companies and artists-in-residence. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits and exchanges. The range of cultures represented in the academy is valued and celebrated, with regular educational displays of cultural artefacts and explanations of traditions.

Please read the Collective Worship and SMSC Policy for more detail.

Personal and Social Education

Personal and social education is an integral part of the philosophy and ethos of the academy. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the academy and its work contribute to personal and social education, the ways in which members of the academy community behave towards one another, the links between the academy and the wider community, our many extra-curricular activities such as sport, drama, music and a wide range of trips and activities out of school.

The PSE curriculum throughout Years 7 - 13 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education and personal safety), and education for citizenship, environmental education, economic and industrial awareness and careers education. The PSE curriculum is delivered through our Step Up 4Life days and during personal development time and reinforced across the curriculum. All members of staff input into these days, supported by specialist staff and outside speakers.

Work related curriculum

An effective work-related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives. Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions and sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

The programme operates in all years. Its principal features include

- awareness-raising;
- personal strengths analysis;
- job application and interview skills;
- research skills;
- action planning;
- careers interviews;
- information and guidance about post-16 and post-school education and career routes;
- work experience and work placements
- various events e.g. 'Careers Fair' day

We have close links with Connexions, who are based on site for three days a week, and these advisers work with students in years 8, 9, 10, 11, 12 and 13. We have a strong partnership between staff, students, parents/carers, governors, employers, education/training providers and external agencies. Brokerage placements are used at key stage 4 for disaffected students or those at risk of permanent exclusion.

Year 10 and 12 students take part in a one-week period of work experience. This is designed to give them an insight into the world of work and to develop a range of skills needed in a work environment.

Please read the Work-Related Policy

Curriculum links with partner schools

Many departments have well-established curriculum links with our partner primary schools, and we have a dedicated member of staff that co-ordinates this work. The transfer of information about students' prior attainment and strengths and weaknesses in different subjects is co-ordinated by the SENCO and the Year Leader for that year group and communicated to relevant departments.

Monitoring, review and evaluation

Full Governing Body Meetings.

Reports and recommendations are made to the full governing body.

Governor links

Several governors are 'linked' to departments and other areas of the academy's work. The purpose of these links is to become better informed about the successes and constraints experienced by departments; to support and encourage, and where appropriate, to advise. The insight gained by governors in this process contributes to full and informed curriculum discussions at meetings of the governing body.

Heads of Department

Heads of Department are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They are responsible for providing appropriate CPD training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses. They are also expected to monitor students' standards of achievement and develop strategies to improve them. Heads of Department sample teachers' marking and reports to parents/carers. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments. Heads of Department have a crucial role in quality assurance in relation to the curriculum and its delivery.

Curriculum complaints procedure

The 1988 Education Reform Act requires the governing body to have in place procedures for the consideration of complaints that the academy is failing to meet its statutory obligations in relation to the national curriculum and various other matters.

In summary, parents/carers may make representations if they feel that the governing body is failing to

- provide the national curriculum in the school or for a particular child;
- follow the law on charging for school activities;
- offer only approved qualifications or syllabuses;
- provide religious education and daily collective worship;
- provide the information that they have to provide;
- carry out any other statutory duty relating to the curriculum • or, are acting unreasonably in any of the above cases

Review date: June 2025