

Curriculum Intent, implementation and Impact



Intent

At John Whitgift Academy, we do our utmost to make sure **all** students are happy, stimulated and challenged so that they can make progress across the curriculum, achieve the highest standards possible and become well-rounded and well-educated citizens. As students progress through the academy, they will develop high expectations of themselves in terms of their learning and behaviour; they will be encouraged to become independent learners who can also work collaboratively with others. They will develop support skills and nurturing skills towards their peers and younger pupils and also organisational skills to support their learning.

Our curriculum sets out to meet the needs of **all** learners, to address their physical, mental, spiritual, moral, social, cultural and intellectual health as well as to prepare them for the world of work and/or further education. We comply fully with the National Curriculum as well as provide additional subject areas which the students are able to select and which are appropriate to their particular needs or to the local community. Our curriculum is evolving as the academy grows to ensure that it is rich, broad and balanced and of high quality.

We are particularly conscious of the role that literacy and vocabulary play in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language and students should expect lessons to contain challenging reading and extended writing opportunities. Knowledge organisers provide students with key information in each subject, enabling them to develop their understanding of key concepts outside of their lessons. We also encourage all pupils to read widely and have successfully embedded the 'Reading to Succeed' programme academy wide. There is considerable emphasis placed on students' mathematical fluency and confidence in numeracy. Identified and appropriately qualified teachers are responsible for ensuring that literacy and numeracy are developed across the curriculum.

As part of this statement of intent, we have outlined below examples of how the academy will enrich the curriculum in order to give all students the opportunity to excel and to ensure that they are stimulated by their learning and motivated to learn more.

During the five year journey of continuous learning at John Whitgift Academy, each student can expect to experience the following:

- Regular opportunities to share their achievements in class and to celebrate such achievements in whole academy assemblies;
- Regular opportunities to contribute towards their learning and be involved in decision-making that effects the whole academy either through School Council or student voice;
- Opportunities to represent the academy through sporting events and musical performances;
- A wide range of clubs, extra-curricular activities and visits;
- Opportunities in Life, assemblies and step-up days to address SMSC;
- The opportunity to play a musical instrument;

- The opportunity to be a peer mentor, where older pupils might support younger pupils in their reading or writing and higher ability students within a subject supporting others;
- On-going opportunities to learn through practical, hands-on, investigative activities – cooking, engineering and STEM activities;
- On-going initiatives that support and challenge all learners, regardless of their ability on entry.

Implementation

Each subject leader is expected to have planned a curriculum that is carefully sequenced, interesting, relevant, extends the student's understanding of the subject and ensures high quality work and outcomes. Students are taught by specialist teachers with strong subject knowledge and high expectations. Over the last two years, weekly, carefully planned professional development sessions have focused on appropriate pedagogical approaches. Collaborative learning is expected to be a strong feature of most lessons. Teachers plan work which is differentiated to stretch the most able and address students' additional needs as necessary. Teachers are expected to be fully aware of their obligation to our disadvantaged students in order to ensure that their needs are met. The targets set for **every** student are deliberately ambitious. Teachers and subject leaders are well-supported by highly experienced Delta Subject Directors in the core and Ebacc subjects.

Assessment for learning practices are essential to ensure that teachers are fully informed about the level of understanding, knowledge and skill acquisition of their students and our formative assessments are designed to support students to embed knowledge and achieve fluency in each subject. A mixture of "PIN marking" and "Demonstrate and Connect" are used to check understanding and identify subsequent teaching and any relevant intervention.

Students at John Whitgift Academy benefit from the use of trust-wide assessments in most subjects. These are high quality summative assessments that allow students to demonstrate their growing understanding of their subjects and for teachers to assess the impact of their teaching.

We use rigorous triangulated monitoring throughout the year. Alongside the senior leadership and middle leadership teams, curriculum teams monitor individual subjects, checking for consistency by various means, including: lesson observation, work scrutiny and student voice activities. In addition, suitably qualified AAB members are also involved in reviewing students' knowledge and learning and checking that learning is planned and sequenced appropriately towards the relevant end points. Individual feedback is always provided in order to secure good or outstanding teaching. Class teachers, curriculum teams, the middle leadership team, the senior leadership team and the AAB conduct performance analysis linked to this triangulated monitoring, measuring performance against individual and academy targets that are reviewed regularly.

Further evidence:

- The academy takes a proactive stance in increasing the number, year upon year, of students entered for the full **EBacc** qualification. This increase, with the support of effective CEIAG and by communicating with students and parents, is based solely upon what is '*most appropriate for each individual student in order to meet their needs*';
- John Whitgift Academy works in close partnership with local business and emerging industries on the Humber Bank. Looking beyond KS4 into further education and the local jobs market, we seek to use our **curriculum as a tool** to best prepare our students and often introduce new subjects such as iMedia and Construction;
- Knowing that there will always be a number of children in Year 7 needing additional support in numeracy and literacy, our curriculum provides effective '**catch up**' using Numicon, Read, Write Inc. and Passport Maths, well supported by a designated 'Catch up Instructor';
- To ensure that our curriculum offers all learners what they need to make good progress, we **collaborate with all local Primary Schools** and those within Delta Trust academies.

Impact

Students now leave John Whitgift Academy with greater knowledge and better outcomes than ever before, having developed confidence and a solid skills base in tune with the demands that will be placed upon them by the local and national economy. The students are ably supported by business partners, local employers and strong, challenging, and well-informed AAB members who are from very diverse backgrounds.

	2017	2018
Progress 8 (ALL)	0.19	0.79
Progress 8 (DISADVANTAGED)	0.18	0.61
Basics 4+	60%	64%
Basics 5+	40%	46%
English 4+	66%	76%
English 5+	46%	57%
Mathematics 4+	75%	72%
Mathematics 5+	58%	62%