



Curriculum Policy

Approval Date – November 2024

Review Date – November 2025

Introduction

The development of our students academically, personally and professionally is at the heart of everything we do at Westfield Academy.

We have a vision for the school to reflect this: **‘To develop and inspire young people to thrive in a changing world through seeing the qualities in every child’**.

Our core values of Strive (Scholarship, Teamwork, Resilience, Integrity, Versatility and Empathy) underpin this vision and will form an integral part of a student's daily school life. Students should leave us not only having fulfilled their personal best in terms of academic results, but also equipped with these core values to enable them to thrive in all stages of their lives. The curriculum aims to teach all students key skills for life such as financial management, leading a healthy lifestyle and basic first aid.

The curriculum consists of all activities planned by the school to promote the development of all students and to prepare them for the responsibilities and experiences of adult life in the community and as citizens of this country. It is recognised that students learn through the “unplanned” curriculum and that staff act as role models in the development of attitudes and values.

Inclusive teaching and learning is central to our work as educators and our prime aim is to ensure that students and staff at Westfield School are inspired and motivated by exciting and enjoyable learning delivered through a broad and balanced curriculum which caters to the needs of every individual student.

Our curriculum is enriched by a diverse and varied extra-curricular programme. Students will have the opportunity to extend and broaden their learning through trips, visits, outside speakers and workshops. Students will have the opportunity to experience other cultures and traditions, recognising that British society and culture is rich and diverse. A particular focus of this part of the curriculum is to ensure that our most socially and disadvantaged students have these opportunities and that the barriers to them accessing these are removed.

Responsibilities

The Governing Body is responsible for ensuring the formulation of the Curriculum Policy and for monitoring and evaluating its effectiveness.

The Headteacher and Deputy Headteacher (Learning & Teaching) will:

- Monitor the implementation of curricula and provide information to enable the Governing Body to carry out its responsibilities.
- Make arrangements to monitor the full implementation of this policy through a range of formal and informal processes, including: formal classroom observations informal learning walks, work and book scrutinies and student voice activities

- Ensure that opportunities are provided for development through Inset days/ workshops/induction sessions/best practice visits.
- Provide opportunities for sharing best practice

Middle Leaders will:

- Ensure that an appropriate curriculum is provided within their area of responsibility that meets the needs of all students and complies with guidance from the DFE.
- Ensure well thought out schemes of learning, incorporating the principles of this policy, are in place and used by all members of their team.
- Provide opportunities for members of their team to share good practice; learning and teaching will be on all faculty meeting agendas.

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Teachers, tutors, teaching assistants and cover supervisors will:

- Plan lessons and set homework which are part of well thought out schemes of learning.
- Plan thoroughly to meet the needs of all learners.
- Share learning intentions and ensure that expected outcomes are understood by all students.
- Engage and challenge all learners.
- Make use of high quality CPD to improve their own practice.

Rationale

We aim to:

- Develop lively, enquiring minds and a positive attitude to lifelong learning.
- Fulfil statutory requirements and take account of the principles behind “Every Child Matters”.
- Ensure that the curriculum supports the current National Curriculum guidelines.
- Ensure that all students obtain their educational entitlement regardless of gender, religion, ethnicity, special need or disability.
- Offer a wide range of opportunities in order to cater for the needs and aspirations of a truly comprehensive intake, providing qualifications that meet the needs of further education and employment.

Monitoring and Evaluation

The curriculum will be monitored and evaluated through:

- The Headteacher’s report to Governors (3 per year).
- The Governors’ Learning & Teaching Committee will also receive reports from Heads of Subject by request.
- The Full Governing Body receives a detailed analysis from The Headteacher each autumn, including analysis of the performance of different groups of students and of each faculty in the examinations in “value-added” terms.
- Quality Assurance processes, e.g. faculty monitoring, exam results analysis, lesson observations and book reviews, which include an evaluation of the quality of teaching and learning within each faculty as well as an in-depth analysis of data.
- Termly reviews by the School Improvement Partner.
- OFSTED reports.

Responsible

Deputy Headteacher (Matthew Reid)