

WPAT Curriculum Statement

Warrington Multi-Academy Trust is able to provide a broad, balanced and relevant curriculum that meets all our pupil's needs. We have identified our curriculum core components; "Curriculum on a page" This has been designed by expert subject leads from across our MAT schools and is underpinned by evidenced based research drawn from national and international research studies. Our curriculum offers all pupil's an education based on academic rigour, social experience in preparation for their next stage of education and future career choices. All our schools operate within the constraints of this framework but are free to personalise their curriculum choices to the context of their school environment.

Strategic Intent

Within WPAT schools you will see these aims embedded within curriculum planned delivery;

1. Personal development that develops the character of the child
2. Provides academic rigour
3. Develops world responsibility
4. Provides experiences that supports preparation for adult life and the world of work

Personal Development - The Character of the Child

We have 7 elements that form our personal development curriculum: Relationship education (which encompasses sex education through science curriculum of external body parts, animal reproduction and puberty), Health education (physical education and mental wellbeing), PSHE and other elements commonly included (Pupils wider specific to school context, e.g. county lines, economic understanding, understanding technology and media) Citizenship, The development of the child's character specifically resilience and confidence through the MAT values and specific school contextual values, SMSC, British values, the wider opportunities that schools specifically offer in addition to and to enhance national curriculum out of school core hours. Inclusion and equality of opportunity offered in access to all school curriculum provision. These key component parts form the golden thread that binds the whole school curriculum.

Academic Rigour

Our academy schools follow the national curriculum programmes of study and subjects. We provide an ambitious curriculum that in many instances goes beyond the National Curriculum through the carefully chosen knowledge and experiences that we think are best suited to deliver substantive and disciplinary knowledge and concepts. We recognise there is too much stuff to teach and as such have weighted every choice with; Why this? Why there? Why now? We have formulated clear end goals for each subject for each year group charting the knowledge and skills we expect all children to know, say and do.

World Responsibility

We wish to develop within our children the moral purpose for social and global responsibility together with a sense of humility to think of others and give back to their local and global communities that they live in. We enable children to work with charitable organisations and engage in volunteering experiences through a broad range of topical opportunities. We have explored this through developing a sustainability and conservation element to our curriculum delivery. We have done so with our

association with national and international agencies; Topical Talk (formerly Burnet News Club, Chester Zoo, Red Cross, etc.

Adult Life and Career

Woven into our curriculum delivery are opportunities to explore the world of work by giving our pupils access to well thought out interactions with employers and experience different jobs within the work place, our children go beyond hearing about a job, they experience it through carefully planned, matched activities, delivered through the wider enrichment experiences provided.

Strategic Implementation

Within WPAT schools you will see

1. Curricular design
2. Teaching pedagogy and generic; Rosenshines instructional learning and metacognition
3. Whole school vocabulary strategy
4. Assessment feedback and retrieval

Curricular Design

Our curricular design provides the architectural structure upon which we hang the key concepts that underpin substantive and disciplinary knowledge that we have identified to be taught, this then is captured in our intended curriculum documents for each subject. In addition to this we have charted the progressive development of our concepts and skills through topics within subjects on a progression timeline to ensure sequential coherence within and across subjects and to enable deep understanding for our pupils from the early years through to year 6. Our medium term plans provide the substance of what is taught and when and are supported by knowledge organisers for our children.

Teaching Pedagogy

We recognise that each subject has a specific pedagogical approach that reflects the unique nature of that subject, in other words what makes History, History opposed to Science and working scientifically. Each subject will be taught within the true characteristics of its subject matter, its substantive and disciplinary knowledge.

WPAT with its schools have with evidenced based research attempted to marry the delivery of knowledge content with relevant cognitive science based strategies to make information that has been taught stick, at distance from the initial delivery point. In doing so they have identified a range, teaching pedagogical approaches; retrieval techniques, metacognition and Rosenshines theory of instruction and do use when appropriate as the principle vehicles for the delivery of its curriculum.

Vocabulary “the more words you know the smarter you are”

WPAT and its schools recognise that the amount of vocabulary a child has is a key predictor for academic success. WPAT has planned a programme of word acquisition and adopted a whole school approach to building a child’s word hoard; a child’s word knowledge (increase of words in a child’s repertoire) and word understanding, (understanding that words have multiple meanings and the ability to use those words in different context).

Assessment

WPAT has developed an assessment strategy that assesses what is relevant and meaningful to aid teachers in supporting pupil’s progression and direct resources where most needed, while recognising work life balance of staff. There is a mixture of formative and substantive assessments for Reading,

Writing and Mathematics. The vast majority of assessments, are continuous and daily, conducted as teacher assessment through questioning and retrieval strategies. This approach has a dual purpose to identify real time what children know and can remember and that is then used to plan the next sequence of lessons.

A test is administered for Reading and Mathematics and teacher assessment for writing each term. Information from this is formally captured using Arbor, our electronic data management system. The data supports the MAT's understanding of how well our schools and pupils groups are doing and enables us to develop strategy, target resource's and identify training for the most in need. Head teachers are able to use information to target resources and benchmark against other MAT schools and learn from their successes. Teaching staff are able to use information to fine tune their planning and teaching to support their pupils to progress.

Foundation subject assessment is actioned through teacher assessment, which is continuous and daily. Teachers assess against the end goals for each topic within a subject. There are continuous retrieval activities, informal tasks, quizzes and where appropriate end of topic piece of work set to use for moderation or class teacher end of topic assessment. The end of topic assessment is a reporting by exception document and captures children who have not achieved the required end goals by identifying what they are not secure on. This then is used as an aid memoire for the class teacher to use in her future planning to ensure the children keep up and also for transition for the pupil's next class teacher. Subject leaders will also access the assessment, as part of their monitoring sampling, in order to support children's progress and identification of additional resources or staff training.