



**Wood End Park
Academy**



The Curriculum at Wood End Park Academy *Working for **Excellent Performance- Always***



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Academy**



Wood End Park serves a community of families from a range of cultural backgrounds including those of African and Asian heritage. We also have a significant number of pupils in receipt of Pupil Premium terming them as disadvantaged.

One aim of our curriculum is to ensure it is inclusive, full and relevant in producing high outcomes. We aim for the WEPA pupil to be equipped for the world ahead by appreciating local, national and global current issues; to know their own importance and role in these whilst understanding varying perspectives.

We recognise our role in providing **high-quality learning, experiences** and **enrichment** to our pupils in order for them to meet their full potential. How do we do this?

We Deploy: A Thinking Curriculum nurturing High Standards in all Areas

High Quality Learning

Our Teaching and Learning policy drives our curriculum approach in the classroom. Pupils will be equipped with universal skills from Nursery to Year 6 being well-versed in: metacognition, growth mindset and reflection; to be autonomous learners- using these habits when at home too.

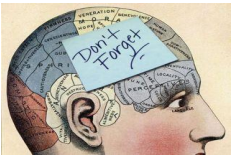
We impart knowledge and skills in each subject so they are clear and allow pupils to develop expertise in the subject.

Expertise is recognised via curriculum awards issued at the end of each term.



Subjects

We teach subjects in their own right but make cross-curricular links where they are meaningful and purposeful so pupils recognise that subject matter is not in a vacuum e.g. revising Ancient Egyptian death rituals and understanding choice of design in making an Egyptian Mask in Art (year 3). Each subject is taught each week except for Art/DT which is blocked. This is so pupils can regularly revise their learning for it to be embedded and remembered later on.



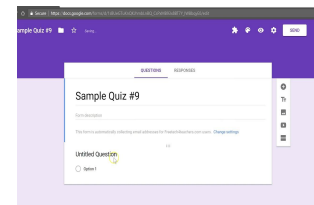
Experiences

Content is taught to depth so the learning is a memorable experience. Teachers work together to discuss what to 'depth' would look like for their pupils.

Pupils bring research into the classroom for the teacher to build upon allowing extension of learning and learning of even higher order concepts! A digital strategy enables access to prior learning for all; to enable pupils to engage in more critical thinking as e.g. they question sources in History and to provide personalised extension as pupils 'look up' where else their current learning may apply e.g. if x and y helped the sunflower grow on the school grounds- would this be the same for *all* plants?



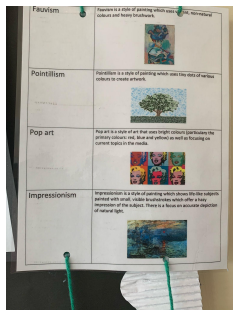
The retention of learning is very important to us; pupils have regular opportunities to revise via low stakes quizzes both in school and at home (part of our homework policy). Prior learning and links are capitalised upon and referenced explicitly in unit overviews for teachers to easily use. Trips, visitors and other shared experiences contribute to memorable learning that embeds knowledge and skills.



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Question and Talk

Lessons are driven by learning questions; pupils predict, debate and further question the subject using high-level vocabulary we expose them to. 'Vocabulary ladders' are a part of every one of our classrooms and vocabulary is explicitly taught for each unit to narrow the vocabulary gap.



Developing Citizens of the Future

Our curriculum content has current societal issues, diversity and challenges so the WEPA pupil becomes a strong, empathetic citizen. An understanding of cultural capital and British Values are further enhanced by our wider curriculum (beyond the National Curriculum) e.g. pupil leadership groups. Finally, key skills are important. Pupils practise reading, writing and maths as much as possible. IT skills have been added as a key skill so these are not a barrier to accessing learning via the digital strategy.