



Glenmoor and Winton Academies

Curriculum Statement: 2024-25

This document explains the principles that inform our curriculum at Glenmoor & Winton Academies. It sits alongside our curriculum overview document which outlines subjects studied at Key Stage 3 (years 7, 8 & 9) including Ethical Studies and Key Stage 4 (years 10 & 11) GCSE / vocational subjects offered.

Intent – Our ambition for our pupils; how we achieve the best in everyone

Our aim at Glenmoor and Winton Academies is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum at Glenmoor and Winton enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Glenmoor and Winton are part of the biggest multi academy trust in the country (United Learning). Teachers and leaders across the trust have been involved in developing the United Learning Curriculum as a core academic curriculum, founded on these key principles;

- **Entitlement** – We believe that all children have the right to learn what is in the United Learning Curriculum. Glenmoor and Winton aim to ensure that all children are taught this Curriculum offer with day to day teaching typically a continuing focus with clear progression planning and sequencing in every subject studied
- **Coherence**- We believe that it is important that our curriculum is carefully sequenced so that knowledge builds term by term, year by year. We ensure that we make meaning connections within and between subjects
- **Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved. This stretches across all age ranges and abilities at Glenmoor and Winton
- **Adaptability**- The core content – the 'what' - of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the 'how' - to meet the needs of their own classes. While we will make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support the Curriculum



- **Representation-** At Glenmoor and Winton it is important that all students see themselves in our curriculum, but also that our curriculum takes them beyond their immediate experience
- **Education with character-** We believe that it is important that the curriculum develops the whole child. Our curriculum is intended to spark curiosity and to nourish both the head and the heart

Implementation – how we expose our pupils to powerful knowledge and provide education with character

The curriculum in each subject can be accessed and viewed through the Glenmoor and Winton Academies website under the heading 'curriculum'. Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in different subjects. Standardised written assessments play less of a role in performance subjects such as music, drama and physical education. The stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet together. Further subject specialism is provided by United Learning's subject advisors. The subject advisors are subject experts who help teachers link subject discipline to our pupils' daily experience in the classroom. Subject advisors meet regularly with Curriculum Team Leaders across United Learning and provide curriculum resources to support the implementation of the subject curriculum.

As a mastery curriculum pupils at Glenmoor and Winton study fewer topics in greater depth, with the expectation that we don't move on to the next topic until all pupils have a secure understanding of the current topic. A 3-year Key Stage 3 provides pupils with the time and space to gain this secure understanding with no narrowing of the curriculum made throughout Key Stage 3 at Glenmoor and Winton. At Key Stage 4 we encourage students to study GCSE option routes with the EBACC the preferred suite of subjects to be studied. A small number of vocational courses are offered to ensure sufficient breadth in the curriculum for all learners is maintained. In our lessons you will typically see all pupils grappling with the same challenging content, with teachers providing additional support for pupils who need it. Rather than moving on to new content, our higher attainers will study that content in more depth, and are expected to produce work linked to it of greater depth and flair.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction (2012) at Glenmoor and Winton to develop our teaching practice.

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support pupils who start



secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers provide students with the key information that they are expected to learn and recall with fluency, enabling them to develop their understanding of key concepts outside of their lessons.

Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the ethos and ‘hidden curriculum’ of the school – are to be seen as part of the school curriculum at Glenmoor and Winton. The principle of ‘Education with Character’ is delivered through the curriculum in this broadest sense and continues to grow and develop.

Impact - how we measure and secure continuous improvement for all

With thousands of pupils across United Learning following the same curriculum, we have been able to develop common assessments in 6 subjects (English, mathematics, science, geography, history & modern foreign languages) which are subsequently used at Glenmoor and Winton. These summative assessments allow pupils at the Academies to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are taken twice a year through our rank order attainment tests at Key Stage 3 and common mocks at Key Stage 4, enabling teachers to focus on formative assessment from lesson to lesson.

Our formative assessments are designed to support students in achieving fluency in each subject. This means that in lessons pupils are quizzed on prior knowledge in order to embed this knowledge in their long term memory. This frees up their working memory to attend to current learning. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers provide students with key information in each subject, broken down by term, enabling them to memorise the key knowledge they require in order to be able to perform higher-level functions such as analysis and evaluation. We also encourage all pupils to read widely and provide guided reading lists to students, parents and carers. The Academies are also very proud of the reading programme which encourages children to read challenging and thought provoking texts in the company of peers, teachers and parents/carers in an attempt to widen their understanding and access to complex vocabulary.

Every student has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our students, we bring out the best in everyone at Glenmoor and Winton.

