



Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

Glenmoor and Winton Academies

Curriculum Statement: 2026-27

This document outlines the guiding principles behind our curriculum at Glenmoor & Winton Academies. It complements our Curriculum Overview, which details the subjects studied at Key Stage 3 (Years 7–9), including Ethical Studies, and Key Stage 4 (Years 10–11), encompassing GCSE and vocational options.

Curriculum Intent – Our Ambition for Every Pupil

At Glenmoor & Winton Academies, our mission is to deliver an exceptional education that brings out the best in every student and prepares them for lifelong success. Our curriculum is designed to:

Equip students with essential knowledge for academic and personal success.

Maximise cognitive development and nurture individual talents.

Develop well-rounded individuals who are active, informed, and economically self-sufficient citizens.

By drawing on the best that has been thought, said, and done across disciplines, our curriculum enables students to engage with and appreciate the richness of human experience. Subject teams collaborate to identify and plan thematic, knowledge-based, and skills-based links across disciplines, helping students make meaningful connections and understand their world and their place within it.

Our Curriculum Framework – United Learning Principles

As part of United Learning, the largest multi-academy trust in the country, Glenmoor & Winton Academies follow the United Learning Curriculum. This core academic curriculum is built on the following key principles:

Entitlement

We believe every child has the right to access the full breadth of the United Learning Curriculum. At Glenmoor & Winton, we ensure all students receive this offer through consistent, high-quality teaching, with clear progression and sequencing in every subject.

Coherence

Glenmoor and Winton Academies empower students to surpass their potential and lead joyful, fulfilled lives. By setting high standards and expectations, we open doors to the best academic institutions and career opportunities.

Our curriculum is carefully sequenced to ensure knowledge builds term by term and year by year. We create meaningful connections within and across subjects to deepen understanding and support long-term retention.

Mastery

We aim for all students to achieve a deep understanding of the curriculum content each year. Teaching is paced to ensure mastery before moving forward, supporting learners of all ages and abilities.

Adaptability

While the core content—the “what”—remains stable, schools bring it to life within their local context. Teachers adapt the “how” to meet the needs of their students. Though we make occasional refinements based on feedback, we strive for long-term stability to allow teachers to build expertise and develop high-quality resources and assessments.

Representation

It is vital that all students see themselves reflected in our curriculum. Equally, we aim to broaden their horizons by exposing them to experiences and perspectives beyond their immediate environment.

Education with Character

We believe education should develop the whole child. Our curriculum is designed to spark curiosity and nurture both intellect and character, fostering resilience, empathy, and a lifelong love of learning.

Implementation – How We Deliver Powerful Knowledge and Education with Character

At Glenmoor & Winton Academies, our curriculum is designed to expose pupils to powerful knowledge while nurturing character and curiosity. Each subject’s curriculum can be accessed via our website under the ‘Curriculum’ section.

Subject specialism is central to our approach. You will notice differences in how curricula are constructed and assessed across disciplines. For example, standardised written assessments play a smaller role in performance subjects such as Music, Drama, and Physical Education. The stability of our curriculum enables subject expertise to flourish over time, supported by regular collaborative planning among teachers within departments.

Further expertise is provided by United Learning’s subject advisors—discipline specialists who support teachers in connecting subject content to pupils’ classroom experiences. These advisors meet regularly with Curriculum Team Leaders across the trust and provide high-quality resources to support curriculum implementation.

Our mastery-based curriculum means pupils study fewer topics in greater depth. We do not move on until all pupils have a secure understanding of the current topic. A three-year Key Stage 3 ensures breadth and depth without narrowing the curriculum. At Key Stage 4, students are encouraged to pursue GCSEs within the EBacc suite, while a small number of vocational courses ensure curriculum breadth for all learners.

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In lessons, all pupils engage with challenging content. Teachers provide targeted support where needed, while higher attainers deepen their understanding through more complex tasks and are expected to produce work of greater depth and flair.

Our teaching and learning approach is grounded in Barak Rosenshine's Principles of Instruction (2012), which guide lesson design and delivery:

- Begin lessons with a review of prior learning
- Present new material in small steps with practice after each step
- Ask many questions and check responses from all students
- Provide models and guided practice
- Check for understanding and aim for high success rates
- Scaffold difficult tasks and monitor independent practice
- Engage students in regular review cycles

To ensure mastery, early intervention is essential. We promptly identify and support pupils who enter secondary school without secure foundations in reading, writing, and mathematics, enabling them to access the full curriculum.

Literacy and vocabulary development are key to unlocking the curriculum. Teachers explicitly teach subject-specific terminology, and lessons include challenging reading and writing tasks. Knowledge organisers provide pupils with essential information to support independent study and deepen understanding beyond the classroom.

We view the curriculum in its broadest sense: encompassing taught subjects, SMSC development, co-curricular activities, and the ethos and hidden curriculum of the school. Our commitment to Education with Character is embedded throughout and continues to evolve.

Impact – Measuring and Securing Continuous Improvement

With thousands of pupils across United Learning following the same curriculum, we benefit from shared assessment practices in six core subjects: English, Mathematics, Science, Geography, History, Ethics and Modern Foreign Languages. These summative assessments are used at Glenmoor & Winton to evaluate pupil progress and teaching impact.

Summative assessments are conducted twice yearly through rank order attainment tests at Key Stage 3 and common mock exams at Key Stage 4. This allows teachers to focus on formative assessment in day-to-day teaching.

Formative assessment is designed to help pupils achieve fluency in each subject. Lessons begin with retrieval practice to embed prior knowledge in long-term memory, freeing up working memory for new learning. Teachers explicitly teach subject-specific vocabulary and incorporate challenging reading and writing tasks.

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Knowledge organisers break down key information by term, helping students memorise foundational knowledge and apply it in higher-level tasks such as analysis and evaluation. We also promote wide reading through guided reading lists for students, parents, and carers, and we are proud of our reading programme, which encourages engagement with thought-provoking texts in a collaborative setting.

Every student deserves access to a challenging and enriching curriculum. Through high-quality teaching and the development of effective learning habits, we strive to bring out the best in everyone at Glenmoor & Winton.

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