

Curriculum Implementation KS3 and KS4

Our Curriculum has been carefully planned from Year 7 to ensure it is fully differentiated based on students' needs. Our rationale is simple, push the most able and focus carefully tailored support on our least able. Each lesson on Wednesday is shortened by 5 minutes so that staff training and meetings take place from 2.25pm.

At the centre of our approach to improving the standard of teaching and learning across the academy lie a set of Core Principles, which outline the fundamental expectations we have of our teaching staff. Five key elements of these Core Principles, summarised briefly below, highlight some of the basic practices we expect to see in lessons in order to improve student performance and progress.



Differentiated success criteria that drive the lesson;



Regular use of prior knowledge testing (PKT) activities;



Lessons challenge students of all ability in each class;



Purple pen demonstrates pupil reflection on and improvement to their work;



Range of questioning techniques increase engagement and accountability.

Curriculum Structure

Students at Westbourne Academy follow a fortnightly timetable, comprising twenty five one hour lessons and a daily twenty minute period of Vertical Tutoring or House assembly.

The breakdown of Year 7 lessons over the fortnight is as follows: English (8), Maths (7), Science (7), Spanish (4), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (7A & 7E) and two base sets (7D & 7H) across both halves of the year group. Students in 7D and 7H complete four hours of additional Maths and/or English in Study Plus lessons, which replace Spanish on their timetable.

The breakdown of Year 8 lessons over the fortnight is as follows: Maths (8), English (7), Science (7), Spanish (4), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (8A & 8E) and two base sets (8D & 8H) across both halves of the year group. Students in 8A and 8E study Latin alongside Spanish Students in 8D and 8H complete four hours of additional Maths and English in Study Plus lessons, which replace Spanish on their timetable.

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The breakdown of Year 9 lessons over the fortnight is as follows: English (7), Maths (7), Science (7), Spanish (5), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (9A & 9E) and two base sets (9D & 9H) across both halves of the year group. Students in 9A and 9E study Latin alongside Spanish. Students in 9D and 9H complete three hours of additional Maths and English in Study Plus lessons, which replace some Spanish on their timetable.

Students in Years 10 and 11 follow one of three routes for KS4 study. These are the Red, Blue and Green pathways and students are guided to follow the route most suited to them, based on their academic progress in KS3 study.

Red Pathway students follow the EBacc curriculum, consisting of compulsory Spanish (5), compulsory choice of Geography or History (5) and two additional option subjects for 5 periods a fortnight each. Alongside the core curriculum of English (8), Maths (8), Double Science (9), Physical Education (3) and Enrichment (2), additional GCSE and vocational subjects for study include; Art, Business, Business Enterprise, Computer Science, Creative iMedia, Design Technology, Drama, Geography, Health & Social Care, History, Hospitality & Catering, Music, PE (BTEC), Photography, Religious Studies and 3D Design.

Blue Pathway students choose a compulsory eBacc subject choice from either Geography, History, Spanish or Computer Science and then three additional subjects from above to complement their core curriculum.

Green Pathway students follow the same route as blue pathway students, with the exception of their third option subject being taken for additional support with either EAL intervention, an ASDAN qualification or extra time to support their progress with their other option subjects.

Home learning plays an important part in supplementing and enhancing our curriculum. Students are set tasks in all subject areas on the ShowMyHomework platform. Both students and parents have a personalised log in for the SMHW site as well as the ability to access the calendar of tasks set across different year groups/subjects on the academy website.

Streaming

In Years 7, 8 and 9 we have created a top stream of students A&E and base stream (D&H) on each half of the year. The top stream groups contain our most academically talented students based on Key Stage 2 entry. In these lessons, you will see our teachers delivering fast paced lessons filled with challenge tasks that will stretch the performance of the most able. There will be a real emphasis on all students achieving the gold level success criteria. The top stream students in Year 8 and 9 are studying Latin alongside Spanish. Latin is the language of law, government, logic, theology and science. The base stream groups contain our least academically able students. These students are taught in much smaller classes where our Teaching Assistant support can be maximized. In these lessons, you will see an emphasis on basic numeracy and literacy skills.

A small number of our students do not study a language. We use this curriculum time to strengthen their numeracy and literacy so that they may access the curriculum more effectively.

English and Maths catch up (ECUP and MCUP)

Targeted students in Year 7 that are not yet Secondary ready receive extra English and Maths lessons replacing their language lessons. These lessons are delivered by specialist subject

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teachers. We use progress tests at the end of the autumn and spring term to monitor the impact of this extra provision. The aim of this is to get as many students up to secondary ready level by the time they reach Year 8.

THRIVE

THRIVE is an emotional wellbeing programme which is run by our Thrive Licensed Practitioner. The THRIVE approach uses insights from neuroscience, attachment theory and child development to support students' social and emotional development. Students have sessions which are bespoke to their needs. This programme can also be used for students who have had life changing events and need the extra support.

Outdoor Learning

At Westbourne, we have developed Gandalf's Garden, which is our outdoor learning intervention to support students with SEMH needs. Students learn about the environment and also key life skills. They grow and sell produce. We currently have two groups - one in Year 7 and one in Year 8.

Phonics

From September 2019, we have launched Fresh Start Phonics within Year 7. This programme is for students who were below expected standard at KS2. Students are assessed frequently and are on the programme which is relevant to their learning needs.

Gym Trail

Launched in October 2019, Gym Trail is an intervention for Year 7 focusing on developing fine and gross motor skills as well as life skills in terms of problem solving, team work etc.

Inspire

Through funding from the Ipswich Opportunity area, Inspire Suffolk are delivering a Princes Trust programme for identified groups within Year 8 and Year 9. This programme provides students with opportunities to develop skills which are needed in the world of work and also focuses on issues such as the local community.

Oasis

The Oasis Centre is open five periods per day. It is staffed by an Instructor that specialises in dealing with students that are struggling to cope with the full curriculum as well as delivering the extra numeracy and literacy lessons in Years 8 and 9. It is open to all KS3 year groups. These students have complex behavioural, social or emotional issues. Oasis can be used for students that have been withdrawn from particular subject lessons, or during period 1 and 5 to give students support at the start and the end of the day. The Oasis Centre offers a bespoke way of learning within a very small group environment. The Oasis Instructor works hard to build positive relationships with these students. Without this crucial provision these students would not be able to continue in mainstream education. It is the role of the Senco and Assistant Principal in charge of behaviour to identify which students require Oasis Centre intervention.

Entry Level Certificate in Science

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The lower set science groups in both halves of Year 9 are studying for an entry level certificate in science. They will complete this course in Year 10. They will also sit the double science award at the end of Year 11. This entry level course is designed to build the confidence and self-esteem of students that have struggled with Science in Year 7 and 8.

EAL

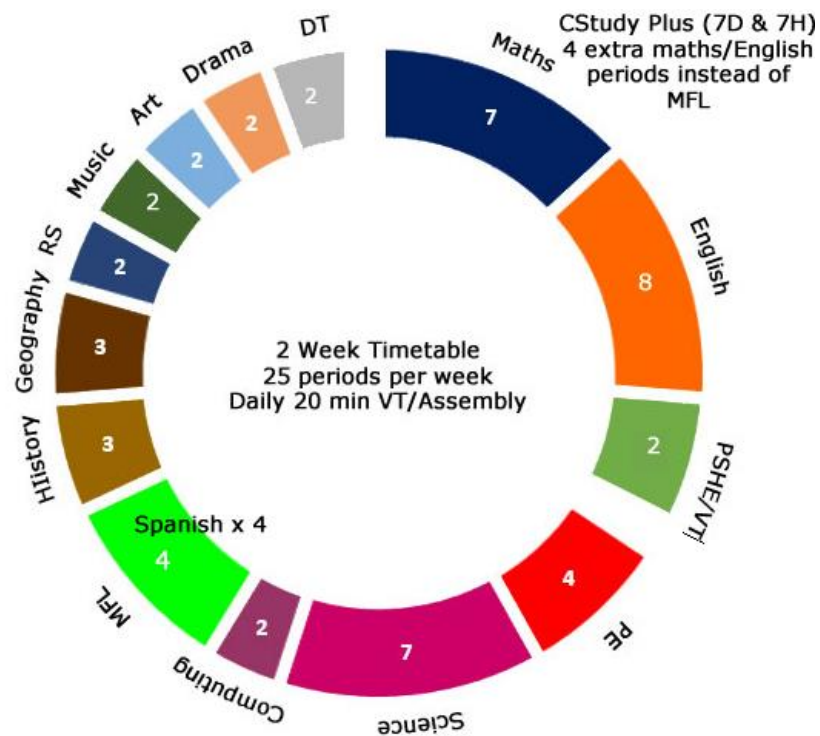
Thirty percent of our cohort have English as an additional language. A large percentage of our EAL intake are from the Roma community or are refugees that have had little or no formal education, before joining us. Many are illiterate.

EAL students who are new to the academy follow an intensive two day induction programme. The induction focuses on delivering interventions in reading, writing and numeracy.

Once students join the full curriculum they are ably supported by a dedicated team of TA's that specialise in working with the EAL community.

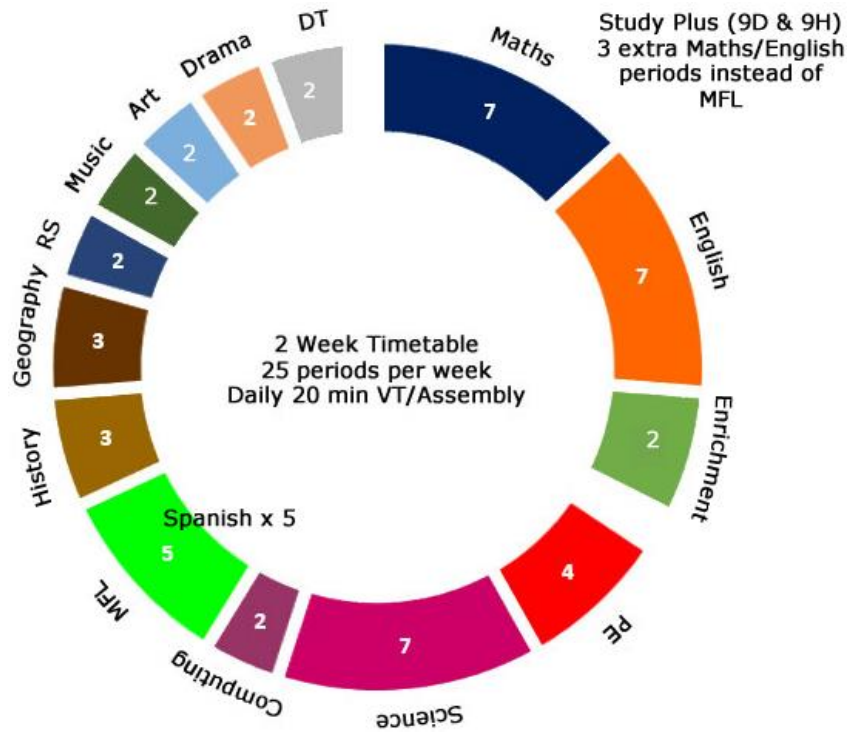
At Key Stage 4, a number of our EAL students are placed on the Green pathway where there is an EAL group in one of the option blocks. Within the EAL option they are supported to improve their English. They also use this time to complete work for other subjects, consolidate learning by revising key topics and to get support with homework that they are struggling to access.

Year 7

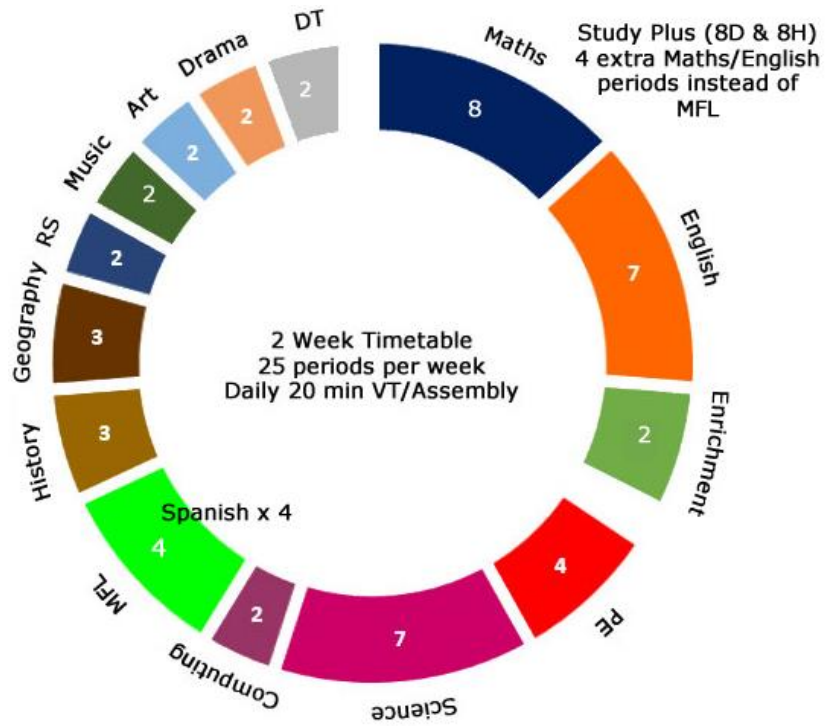


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Year 8



Year 9



Pathway Choices

Students and parents are fully involved in the Pathway process. Parents and students attend a Pathway interview with a member of staff. Academic performance data and discussion about student's aspirations and interests are used to help guide students choices within the students assigned pathway. Parents and Year 9 students also attend a Pathway evening. This evening starts with a presentation on how to make good choices and ends by giving them the opportunity to speak to members of teaching staff and students currently studying the subject. Post-16 providers are also on hand to brief students on how their choices may impact upon their post-16 options.

Within the three pathways we provide a range of traditional GCSE's and vocational options so that we can tailor each student's curriculum to their learning styles and strengths.

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Key Stage 4

The core consists of English, maths, double science, physical education, and enrichment. All students study 'Personal finance' and 'Managing money' as part of their weekly enrichment lessons in Year 10 term 1. For those who show a financial competency at the start of Y10, there will also be an option to complete a 'Certificated award' in Financial Education in Year 11. Weaker students will study an ASDAN award at either Level 1/2. For weaker EAL students or new arrivals one of the options is "EAL Support" where they are either supported in certain subjects or given opportunities to catch up in others.

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