



Curriculum Implementation KS3 and KS4

Our Curriculum has been carefully planned to ensure learning is at the heart of everything we do. We are an inclusive academy, open to all abilities and nationalities. We allow all students to achieve no matter what their starting points. Our rationale is simple. We teach to the top at all times and ensure that we support all students to achieve.

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.

1.		Teaching to the Top
2.		Prior knowledge testing (PKT)
3.		Literacy
4.		Responding to feedback
5.		Questioning

Curriculum Structure

Pupils at Westbourne Academy follow a fortnightly timetable, comprising twenty-five one hour lessons and a daily twenty-five minute period of year group Tutoring or year group assembly.



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The breakdown of Year 7, 8 and 9 lessons over the fortnight is as follows:

Subject	Lessons per fortnight		
	Year 7	Year 8	Year 9
English	8	7	7
Maths	7	8	7
Science	7	7	7
Geography	3	3	3
History	3	3	3
MFL	4	4	5
Computing	2	2	2
Religious Studies	2	2	2
Art	2	2	2
Drama	2	2	2
Design & Technology	2	2	2
Music	2	2	2
PE	4	4	4
Enrichment	2	2	2
Study Plus / EAL Support	4/4	4/4	4/4
Total Lessons	50	50	50

Students are streamed into two top sets (A&E) one on each half of the year group. The other groups B, C and D on the X half and F and G in the Y half are mixed ability. To enable our catch up programme to take place and target students with support, there is also one base set (H).

The breakdown of Year 7 lessons over the fortnight is as follows: Maths (7), English (8), 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).

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).

The breakdown of Year 9 lessons over the fortnight is as follows: Maths (1), English (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).



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Key stage 4

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.

Subject	Lessons per fortnight	
	Year 10	Year 11
English	8	8
Maths	8	8
Science	9	9
Geography	5/5/5	5/5/5
History	5/5/5	5/5/5
MFL	5/5/5	5/5/5
Computing	5/5/5	5/5/5
Religious Studies	5/5/5	
Art		
Drama		
Design & Technology		
Music		
PE	3	3
Enrichment	2	2
Options EAL Pathway	5	5
Options Green	5	5
Total Lesson	50	50

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.



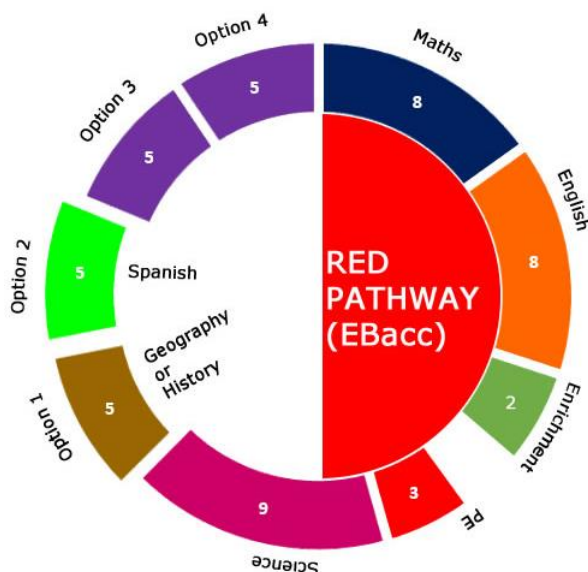
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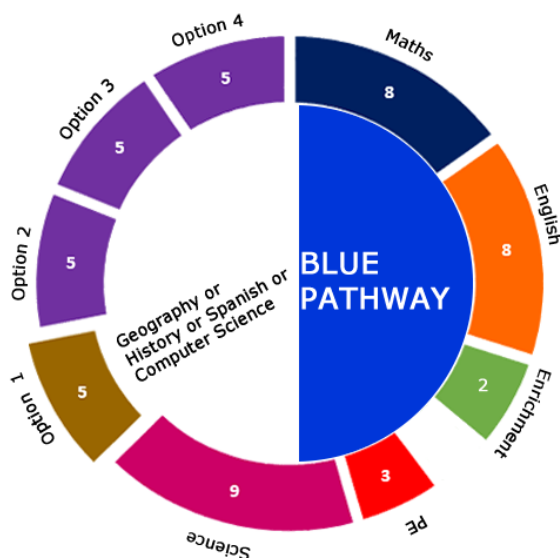


As One, TEAM WESTBOURNE

Additionally, students have been banded to allow 10Y1 to complete the curriculum for the Triple Science qualification.



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.

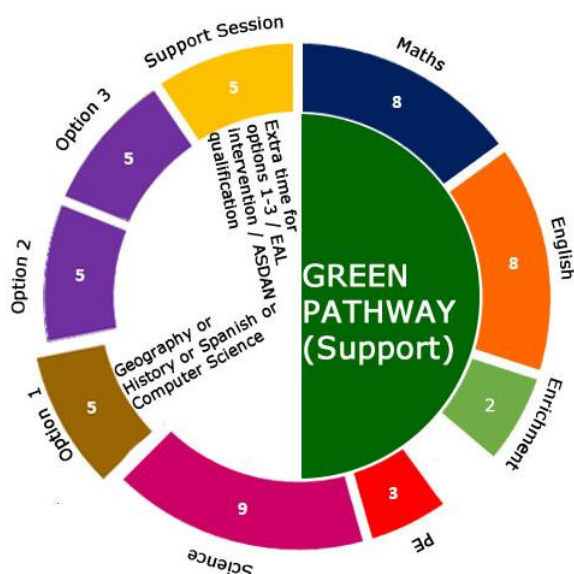


Green Pathway students follow the same route as blue pathway students, with the exception of their third option subject being taken for additional support with either EAL intervention, an ASDAN qualification or extra time to support their progress with their other option subjects.



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Home learning

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

Morning Meetings

In Year 11 form groups are based on target intervention needs, the emphasis is on masterclasses from English Language, Literature, Maths and Science, as well as History and Geography. Students have 4 subject morning meeting sessions per week alongside their weekly assembly. In these sessions' students will go over curriculum content, and revising key themes. The spare day is an assembly day.

Streaming

In Years 7, 8 and 9 we have created a top stream of students in group A and E, and base stream in group H. The top stream groups contains our most academically talented students based on Key Stage 2 entry. These students are reviewed on a termly basis so that adjustments can be made according to their progress. In these lessons, you will see our teachers deliver lessons filled with challenge tasks that will stretch the performance of the most able. There will be a real emphasis on teaching to the top. The base stream groups 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.



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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. We are a THRIVE hub within the local area offering support and training to colleagues at other schools.

ELSA – Emotional Literacy Support Assistant

We have a trained ELSA who supports students with a range of SEMH needs e.g. lack of confidence, low mood, friendship issues and other social issues. Students have a weekly session for a period of twelve weeks which are focused on their areas of need.

Draw and Talk Practitioner

Our Draw and Talk Practitioner offers art therapy for a twelve week period for students who would benefit from having extra support for their SEMH needs.

Speech and Language

We have a dedicated speech and language TA who works closely with the LEA and supports students where expressive and/or receptive language are an issue. Work is personalised to students' individual needs.

Phonics

From September 2019 we have had 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.

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 KS3. 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 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 to identify which students require Oasis Centre intervention.

Level 1 and 2 functional skills

The Green Pathway provides opportunities for students to work on their functional numeracy and/or literacy skills which will lead to students sitting functional skills qualifications.

EAL

More than 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.



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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. Furthermore, a home languages tutor group is set up to give even more students the opportunity of achieving the EBACC qualification.

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 students 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 students curriculum to their learning styles and strengths.

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. Weaker students will study Functional Skills 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.

ASPIRE

Aspire is our onsite alternative provision for KS4. It is to support students where there are social and emotional barriers to coming into the academy. It is in place to reduce persistent absence and support the reintegration process. Students access the core curriculum through the Century computer programme with the support of the SEND team.



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