



Woodbrook Vale School

Curriculum Statement

Date Approved by the Headteacher: Autumn Term 2020

Review Date Agreed: Autumn Term 2021

Headteacher's signature:  Date: October 2020

Print name: Rachael Fraser

Woodbrook Vale Curriculum

To ensure that all our students continue to get the best learning experiences and life chances, our curriculum is developed to take account of the latest educational research as well as the employment needs of the local area.

What are our guiding principles? (Intent)

The curriculum at Woodbrook Vale School has been designed to reinforce and enact the school ethos and values, in particular *Aspire, Enjoy, Succeed*.

It is our intention that our school curriculum will enable our students to access the broadest range of opportunities in their future lives and to function in society on a level playing field with their contemporaries. We aspire highly for, and with, our students taking careful consideration of the government targets with regard to achievement and attainment whilst preserving the students' right to choose once a good foundation in all subjects has been secured and a robust input of careers information, advice and guidance has been undertaken. We maintain that good foundation by teaching the full range of subjects, right up to the final weeks of Year 9.

We ensure that our curriculum is inclusive throughout the five-year journey and that it meets the needs of all learners. All students have equal access to all courses and there is a possibility of alternative provision where appropriate.

Maths and English are viewed as priority subjects since we recognise their importance as gateway subjects for progression onto post 16 course as well as apprenticeships and certain career pathways. We also acknowledge that they have high currency in supporting progress in other subject areas.

Woodbrook Vale provides subject specialist teaching in all subjects. Our specialists will rely upon research and evidence as the basis for the design of the curriculum allowing for optimal sequencing of the teaching and learning of knowledge and skills to ensure learning is iterative and skills and concepts are committed to long term memory. GCSE Statistics is taken by all students at Woodbrook Vale as we believe it to provide our students with an advantage both in their lives and in their learning in other subjects.

We know also, that education is not just about passing examinations. Woodbrook Vale students will be equipped with the powerful knowledge, and soft skills required to be confident, resilient, assertive and able to act on their own initiative in further and higher education contexts such as college and university, as well as in the workplace, apprenticeships or as entrepreneurs. **Nothing is impossible** for a child from Woodbrook Vale and our curriculum intends to instill that sense in our students.

It is for that reason that we are introducing a WBV 'Futures' Award to enable students to receive accreditation for effective engagement with Personal Development, careers, health and well-being and employability curriculum. Students at Woodbrook Vale receive an extensive Personal Development programme in a combination of taught lessons and super-learning days as well as a varied extra-curriculum programme of school performances, trips and visits, Duke of Edinburgh, STEM experiences as a valuable part of the whole curriculum experience.

KS3

We maintain the full suite of subjects in a three year KS3. This enables the students to experience sufficient content and build a broad range of knowledge and skills for as long as possible. We hope students will find enjoyment from all their subjects and perhaps uncover a talent or passion for something they might not have previously chosen.

KS4

We encourage our students to make choices at options that are ambitious and based on sound and extensive careers information, advice and guidance. We believe that the best interests of students should be carefully balanced with school performance outcomes. For that reason, students are encouraged to take the Ebacc combination since it will enable them to access to any future route of progression. We also ensure that a suite of both GCSEs and BTEC style subjects are on offer that will be accessible, inspiring and provide varied routes of progression Post 16. Woodbrook Vale School will collaborate with partners where necessary so that we can tailor a relevant and appropriate curriculum for all learners including those with SEND.

Meaningful Specialisation

Every student will experience an interview where an ambitious choice will be sought with each student. Where for one student, that might include specialising in a Science based route. In the same way, a creative route might be meaningful in the context of a student with a well-defined dream and ambition in the area of performing arts.

How do we achieve this? (Implementation)

Woodbrook Vale runs a timetable of 25 periods per week, each lasting 50 minutes.

Students follow a broad curriculum through Years 7 to 9 (Key Stage 3) that allows them to experience the full range of subjects and prepare them for their option choices. In Years 10 and 11, students follow a core curriculum of English, maths, science and PE alongside their option choices. The school has further increased its range of option choices in recent years to ensure the offering offers variety, a wide interest from students and is linked to local employment needs. The options list is reviewed every autumn and an example of the broad offer is listed below.

GCSE Fine Art	ICT Creative iMedia	BTEC Health & Social Care
GCSE Drama	GCSE Physical Education	GCSE Food Preparation
GCSE Business Studies	GCSE Religious Studies	GCSE Technology - Product Design
GCSE Computing	GCSE Music	GCSE Sociology
GCSE French	GCSE Separate Sciences	GCSE Dance
GCSE Geography	GCSE Spanish	Sports Studies
GCSE History	BTEC Travel & Tourism	BTEC Childcare
GCSE Media Studies		

Teaching and Learning

Great teaching and learning is the core purpose of Woodbrook Vale School. We strive to develop the whole child and enable our students to become lifelong learners. We achieve this by giving every student a variety of different learning experiences, which will enable them to reach their full potential. We believe that through careful personalisation and differentiation, as well as effective and active learning, the students will achieve.

All staff have responsibility, collectively and individually, to contribute to the delivery of our challenging and appropriate curriculum. Teachers have a responsibility to strive to facilitate engaging and active learning experiences, where the learning needs of all individuals are met. They are supported to achieve this by being exposed to and engaging with the latest educational research.

Target setting

All targets are based on how students performed in their Key Stage 2 reading and maths 'SATs'. These scores are a reliable indicator of how the students can perform at the end of Key Stage 4. To ensure our targets are achievable and aspirational we use the Fischer Family Trust (FFT) system of estimates to set targets. We set the targets based on the school being in the top 20% of schools nationally (FFT20) which is appropriate considering our intake of students.

Students are formally assessed at least 6 times per year to help students, parents and staff track the progress of the students. All such assessment results are made available to students and parents through the school's Go 4 Schools (G4S) system which can be accessed through the website or a smartphone app. This live data is the main connection between the parents and the school and is further supported by a calendared progress evening for each year group. Alongside these official channels, phone and email communication between staff and parents is commonplace.

Curriculum model 2019-20 - the distribution of the 25 timetabled periods across each year group

Year 7	Year 8	Year 9	Year 10	Year 11
MATHS	MATHS	MATHS	MATHS	MATHS
MATHS	MATHS	MATHS	MATHS	MATHS
MATHS	MATHS	MATHS	MATHS	MATHS
MATHS	MATHS	MATHS	MATHS	MATHS
ENGLISH	ENGLISH	ENGLISH	MATHS	MATHS
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
SCIENCE	SCIENCE	SCIENCE	ENGLISH	ENGLISH
SCIENCE	SCIENCE	SCIENCE	ENGLISH	ENGLISH
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
ADT	ADT	SCIENCE	SCIENCE	SCIENCE
ADT	ADT	ADT	SCIENCE	SCIENCE
History	ADT	ADT	SCIENCE	SCIENCE
History	ADT	ADT	SCIENCE	OPTION A
Geography	History	ADT	OPTION A	OPTION A
Geography	History	History	OPTION A	OPTION A
ICT	Geography	History	OPTION A	OPTION B
Drama	Geography	Geography	OPTION B	OPTION B
Music	ICT	Geography	OPTION B	OPTION B
French	Drama	ICT	OPTION B	OPTION C
French	Music	Drama	OPTION C	OPTION C
French	French	Music	OPTION C	OPTION C
RS/Citizen	French	French or Spanish	OPTION C	OPTION D
P.E	Spanish	French or Spanish	OPTION D	OPTION D
P.E	Spanish	French or Spanish	OPTION D	OPTION D
P.E	RS/Citizen	P.E	OPTION D	P.E
Y7 PD content	P.E	P.E	P.E	P.E
Y8 PD content	P.E	PD/Citizen/RS	P.E	PD

Option choice take up (academic year 2019-20)

	Y10 students 2019-20	Y10 Classes 2019-20	Average class size 2019-20	Y11 students 2019-20	Y11 Classes 2019-20
GCSE Art	31	2	15.5	35	2
GCSE Drama	19	1	19.0	13	1
GCSE Business Studies	46	2	23.0	38	2
GCSE Computing	25	1	25.0	21	1
GCSE French	71	4	17.8	78	4
GCSE Geography	68	4	17.0	97	5
GCSE History	66	4	16.5	77	5
GCSE Media Studies	20	1	20.0	49	2
ICT Creative iMedia	39	3	13.0	13	1
GCSE Physical Education	19	1	19.0	36	2
GCSE Religious Studies	0	-	-	-	-
GCSE Music	20	1	20.0	14	1
GCSE Separate Science	49	2	24.5	47	2
GCSE Spanish	7	1	7.0	20	1
BTEC Travel & Tourism	21	2	10.5	-	-
BTEC Health & Social Care	22	2	11.0	22	1
GCSE Food Preparation	20	1	20.0	21	1
GCSE Technology - Prod Design	20	1	20.0	18	1
GCSE Sociology	23	1	23.0	25	1
GCSE Dance	10	1	10.0	-	-
Sports Studies	19	1	19.0	8	1
BTEC Childcare	16	1	16.0	-	-

How well do we match our intent principles? (Impact)

To judge the impact of our curriculum we look at the performance of students alongside their success in achieving appropriate destinations post-16.

School performance - headlines

Students at Woodbrook Vale perform very well against all national measures. Our students consistently achieve above national averages for English language, English literature, Statistics and Science.

Our overall progress of Woodbrook Vale students is well above national averages. We have achieved a provisional 'Progress 8' score of +0.42 which means on average our students achieve almost half a grade higher in all subjects than students nationally.

Destinations

We keep our own track of students for two years after students leave to ensure the safety of students as well as using the information to inform our own curriculum review. We address any anomalies in any national data through GDPR-compliant, data-sharing agreements with local post-16 providers.

Destinations	2015 Actual		2016 Actual		2017 Actual		2018 Actual		2019 Prov	
	No.	%	No.	%	No.	%	No.	%	No.	%
Charnwood College	0	0%	2	2%	3	2%	2	1%	0	0%
De Lisle	17	13%	18	14%	28	19%	22	15%	2	1%
Iveshead	0	0%	0	0%	0	0%	0	0%	1	1%
Loughborough College	77	58%	81	61%	83	55%	56	37%	101	65%
Rawlins	31	23%	11	8%	12	8%	64	42%	37	24%
Other College*	7	5%	13	10%	24	16%	7	5%	10	6%
Apprenticeship	0	0%	0	0%	0	0%	0	0%	2	1%
Army	0	0%	0	0%	1	1%	0	0%	2	1%
Left country**	0	0%	0	0%	1	1%	1	1%	1	1%
Unknown (possible NEET)	1	1%	7	5%	0	0%	0	0%	0	0%
Total	133	100%	132	100%	151	100%	151	100%	156	100%

*Other colleges include Brooksby Melton, Leicester College, private schools and out-of-area colleges

**Usually offspring of university visiting professors