

1. Intent

1.1. Educational Outcomes

At GWA our students' educational outcomes are our fundamental priority. We believe in aiming high from the outset. Our excellent teaching aims to develop confident pupils who achieve outstanding results. Our carefully-designed curriculum provides them with tools to learn and with a high degree of independence, so they are well prepared for future employment and continuing education.

It is student's qualifications that will get them 'to the door' of an employer, apprenticeship provider or university/college admissions tutor. As such, we deliver an ambitious curriculum designed to maximise chances of success at every stage of the journey. We also understand that personal and enterprise skills are crucially important in getting students 'through that door'. This is why we underpin much of our curriculum work with a continued focus on – and explicit teaching of – key skills, including a strong emphasis on literacy and numeracy.

1.2. Broad and balanced Curriculum

Our curriculum is broad and balanced, designed to reflect the ACE (Achievement, Care and Excellence) values we value so highly at GWA. It is designed to be accessible by all, whilst allowing flexibility for students to enhance, apply and extend their knowledge and skills in areas which meet their needs and interests.

The curriculum extends beyond 'standard' subject lessons to include specific opportunities for reading, enterprise skills, and enrichment activities for all - reflecting the abilities and diversity of the community which we are proud to serve and ultimately aiming to equip students with the resilience, skills and 'humble confidence' required to lead successful lives in the 21st Century.

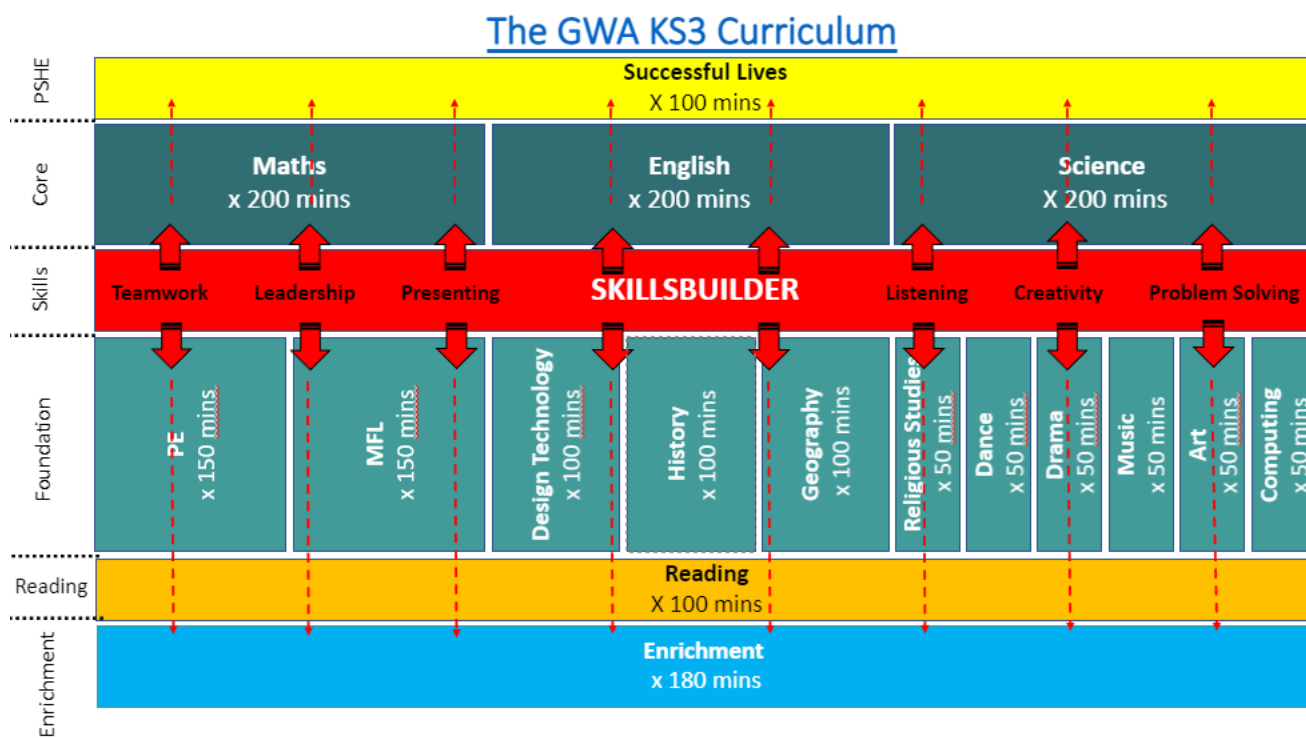
2. Implementation

2.1. A five-to-seven year journey

We see the GWA curriculum as a five-year journey towards success at GCSE and beyond. Our Key Stage 3 offer reflects the National Curriculum in all subject areas. All subjects have a well evolved assessment cycle, ensuring full integration of assessment for learning. This not only provides many opportunities for learners to reflect on their progress and improve outcomes, but it helps to ensure students' learning is used to better inform teacher planning. The curriculum diagram below helps to illustrate the vision for our curriculum at key stage 3:

Owner	Mr D Clarke – Vice Principal
Date of Last Review	October 2022

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2.2. Know, apply, extend

To help prepare students for life in a rapidly changing society, the curriculum aims to develop knowledge, skills and understanding in key subject areas. Lessons are planned with ‘know/apply/extend’ in mind - to impart knowledge and develop skills and then allow for practical application and extension of this new learning.

2.3. Timetable

The school operates a one-week timetable for all pupils. There are 25 hours teaching time to be spread across each of the different National Curriculum subjects. Each day lessons are organised in 6x50-minute slots. Some subjects are taught in 50-minute slots, such as Mathematics and Modern Foreign Languages. Others are taught in combinations of 50-minute and 100-minute slots, with practical subjects generally preferring the double session of 100 minutes.

2.4. Building on Prior Knowledge

The curriculum builds on the knowledge and skills students brought with them from the primary Key Stage 2 curriculum, developing prior learning and seeking to ensure coherence within and across the curriculum.

2.5. Successful Lives

In addition to our broad and balanced curriculum, with a strong emphasis on literacy, numeracy and enterprise skills, we understand the benefits of promoting the spiritual, moral, cultural, mental and physical development of students, as well as awareness and understanding of British Values. Religious Education, Physical Education and PSHE, encompassing Careers Education (delivered through our ‘Successful Lives’ programme), are a central part of our curriculum offer.

2.6. The importance of reading

In addition to our standard lessons our curriculum also includes a daily ‘reading time’ for all, where the whole school reads for pleasure. We track students’ reading skills, providing appropriate challenge and support as required to ensure all are able to use reading as a key to unlock the full potential of the GWA curriculum.

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2.7. Enrichment for all

Our enrichment programme, which runs daily Tuesday to Thursday until 4.15pm for all students, broadens and deepens our students' experiences – developing their 'cultural capital'. There is an ever evolving and impressive range of activities offered. You can see an example of a typical 'enrichment timetable' at <https://www.gwacademy.co.uk/enrichment>

2.8. PSHE, SMSC and British Values

Mindful of the duties outlined in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, our curriculum is designed to encourage all students to explore a full range of issues, ideas and materials and to expose them to thoughts and ideas of all kinds, however challenging or controversial. This approach is enhanced through our PSHE curriculum, taught in discreet, weekly lessons, and through our 'successful lives' tutor sessions, featuring weekly SMSC input via assemblies and taught PSHE and Skillsbuilder sessions

2.9. Curriculum Choice

In Year 9, students have a small amount of choice over their curriculum and can opt to undertake courses in Business and in PE Theory to help prepare for GCSE courses. Students following the Separate Science GCSE course also have extra time in year 9 to ensure the content of the course can be covered. Final choices for GCSE options are made during year 9.

We are always sensitive to the needs and abilities of our cohort and will continue to develop our curriculum model to support and inspire learners so that it evolves with them as they grow into young adults.

2.10. Key Stage 4 Curriculum

During Year 10 and 11 students follow the 'Core Subjects' of English, Mathematics, Science (all examined at GCSE) plus PSHE, RE and core PE. Their enrichment offer continues, and, in year 11, is tailored towards support for eventual success at the end of Key Stage 4. In addition to the 'core subjects', students can then choose four options from:

2.10.1. GCSE: Art & Design, Art & Design (Textiles), Business Studies, Computing, Dance, Drama, Design & Technology, Food Preparation and Nutrition, French, Spanish, Geography, History, Music, Physical Education, Religious Studies and Philosophy.

2.10.2. OCR National: ICT (2021-2023), Creative iMedia (2022 onwards)

2.10.3. ASDAN: Personal and Social Development (for invited learners only – those whose prior attainment indicates potential difficulty in accessing 10 GCSE courses).

This results in most students achieving 10 qualifications at the end of Year 11. The options are a 'free choice'; no student is excluded from any subject choice. We strongly encourage students to choose at least one language and, although we do not make it compulsory, 48% of students will complete qualifications in the EBACC suite of subjects in 2023, nearly 20% above the local average.

For more information on the GCSE Options process and choices, please visit the GCSE Options section of the website.

The overview here illustrates the breakdown of the Year 10 curriculum. Further information on the curriculum for Year 11 students will follow in the Autumn of 2022.

2.11. Key Stage 5 Curriculum

At Key Stage 5 our sixth form offers a broad range of level 3 qualifications, with 30+ subjects offered. This offer is set to be further extended in 2023 when we anticipate the size of our sixth form growing considerably

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when our first Y11 cohort are recruited. This will include the introduction of a suite of L3 BTEC courses. In addition, we also offer re-take opportunities in Maths and English for those students who require them.

We operate an 'open access' approach to sixth form entry; 5 or more GCSE including Maths and English passes at grade 4 or above secures access to level 3 courses. In some instances, where evidence exists to suggest that success at level 3 is extremely unlikely based on lower starting points, some individual courses have higher entry requirements, such as Maths and Sciences.

All applicants meet face-to-face with members of the GWA senior leadership team to discuss subject choices and the sixth form team continue to meet with students in their first term to ensure appropriate programmes of study. We allow students to begin their studies with 4 courses. They are then able to reduce their studies to 3 subjects when and if appropriate

Sixth form students also have access to a wider curriculum as well as to careers information advice and guidance. All students at GWA are given the opportunity to engage in a wide variety of extra-curricular activities through our Enrichment Programme. The range of activities include sports, arts, academic pursuits, alternative and additional qualifications, extended projects, social enterprise, community service and outdoor education. Sixth Formers are encouraged to support and lead these activities but also work with the Sixth Form team to develop a programme of their own enrichment activities.

Sixth Form students are able to take part in the Duke of Edinburgh Award at Gold level. This is one of the most widely recognised extra-curricular awards and is highly regarded by universities and employers. Each afternoon the Sixth Form will take part in our ACE-HUB activities. This will provide them with opportunities to support students lower down the school and to engage with academic mentoring, careers support and study support.

2.12. Personal Development

Personal development is central to GWA. PSHE is taught during weekly 50 minute sessions across all key stages, and is enhanced through additional taught sessions as part of the weekly 'successful lives' tutor programme. Three annual 'drop down days', known as 'Successful Lives Days' are another key feature of our PSHE and Skills curriculum, featuring a spotlight focus on specific aspects of PSHE and Skills development delivered through a combination of session led by our own staff and specialist external providers.

2.13. The House System. The GWA "Family"

GWA features three houses; Aderin, Peake and Sharman. Named after pioneers in the field of space exploration – ambitious people who aim high - we are delighted to have hosted Maggie Aderin-Pocock, Helen Sharman and Tim Peake in our opening years. They continue to inspire students in their journey to be the very best version of themselves they can be. Our houses act as a 'family' in school, with tutors, pastoral intervention leads and heads of house combining to form a strong pastoral safety net around each individual. Our simple mantra of 'work hard, be kind', reinforced through the house structure, helps to ensure that student choices and decisions lead to positive consequences. The house system also provides school wide competition, with the house championship featuring multiple events in multiple disciplines, enabling all students an opportunity to represent their house and to shine

2.14. Specialist, passionate teaching staff

Underpinning curriculum implementation is a teaching staff who are subject specialists passionate about their disciplines. Their pedagogical confidence enables us to make changes and adjustments to the curriculum where required. We invest in our staff; every Monday evening features a different aspect of an annually themed CPD programme, including a focus on observing one another teach and utilising coaching techniques to continue to develop performance. In addition to our highly structured ECT programme, we have a cohort of teachers working towards a wide range of NPQ qualifications, others completing learning programmes with

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the Chartered College of Teaching and many more embarking on bespoke programmes designed to develop their expertise.

3. Impact

- 3.1.** Outcomes achieved by students at the end of Years 11 and 13 provide the clearest evidence that The GWA curriculum allows all students to maximise their potential, be it through achievement, care or excellence, allowing them to get 'to' and 'through' the door of the next stage of their education, training or employment.
- 3.2.** Our first sets of A Level results in 2021 and 2022 showed that our students had made excellent progress. We were particularly proud that every student had a positive destination after completing A-levels, two thirds to universities and many of those to Russell Group Universities (including three to Oxford and Cambridge), with others securing apprenticeships with top employers including BMW, Zurich and Aculab.
- 3.3.** The key information below summarises the school's A-Level results to date:
 - 3.3.1.** An exceptional Pass rate: 100% 2021, 99% 2022
 - 3.3.2.** In 2021, on average, our students achieved over a quarter of a grade higher than their forecast outcomes and were in line with the top 25% of students against national benchmarks.
 - 50% of our Grades achieved at A* to B
 - 81% of grades are A* to C
 - 66% of students progressed to university, with 5% of those going to Oxford or Cambridge and 28% to Russell Group universities
- 3.4.** In 2022 sixth form leavers, 69% went on to study at university, 6% to an apprenticeship, 6% to a gap year and 13% directly into employment. Although ALPS data requires verification with the national dataset, early indications are that GWA's performance is within or exceeding to 50th percentile of the national benchmark. No students were left in the NEET (Not In Education or Employment) category.
- 3.5.** 2023 marks the first opportunity for the achievements of our Year 11 students to be measured against the national cohort. We unashamedly set our targets high so that if the whole cohort meet their target grades, the year group will achieve a Progress 8 score of +0.5. Currently, the year group are tracking just below this, but we remain fully confident that we will achieve a strongly positive P8 score in 2023.
- 3.6.** Across key stage 3, we use externally verified data in the form of GL Assessment progress testing to track the progress of our year groups against a national dataset. Despite each of our cohorts being below national average on entry (based on KS2 test scores and CAT tests) GL Assessments indicate achievement significantly above national average in the following areas, suggesting excellent progress is being made:
 - 3.6.1.** Maths: Y9 students (2021-22) have a significantly higher mean standard age score than the national average
 - 3.6.2.** Science: Y8 students (2021-22) have a significantly higher mean standard age score than the national average, despite taking the test a year ahead of schedule
 - 3.6.3.** Maths: Y7 students (2021-22) have a significantly higher mean standard age score than the national average
 - 3.6.4.** Scores in English tests, and in maths in year 8, suggest students are making progress at least in line with expectations.
- 3.7.** Throughout school life we seek to celebrate students' successes. Primarily, this is in the form of ACE points. Students can earn bronze, silver, gold and platinum badges for accruing these points and thousands of ACE points are awarded each year, leading to a winning house claiming the 'house championship'. This also acts as an indicator that our curriculum is well received by students and enables all learners, regardless of starting point, to achieve success.