

Curriculum – Executive Summary & Narrative 2024 - 2027

Key Stage 3 - Key Stage 5

Curriculum Vision & Narrative

Our core purpose is to provide a first-class education. Every child (regardless of starting point, disadvantage, SEND need) has the right to acquire knowledge and skills in every subject before they leave SWB. We want to ensure consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum, teaching and assessment.

We want our curriculum to be inclusive and challenging in its depth and breadth so that it will:

	Challenge all students to be the best that they can be		Equip our students with Character Resilience Organisation Excellence C.O.R.E. values thus developing students who are resilient , lifelong learners
	Provide students with knowledge required to be successful		Provide deep learning that accelerates our students understanding of the world around them
	Equip all our students with the fundamental literacy, numeracy and digital skills enabling them to strive in the modern world.		Equip our students with ambition and aspirations so that they become happy and successful members of society
	Provide them with the skills to retain and apply knowledge		Enables students have a range of qualifications that facilitate their next steps in their education and career

In order to achieve this, we have been developing a set of curriculum principles to drive our work:

1. The curriculum must provide a **map that directs what knowledge should be taught and when it should be taught**. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
2. We have a **spiral curriculum** which must be taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic.
3. When possible, each new unit of learning should **build upon the previous** units/learning.
4. Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
5. Learning and performance should not be confused. **Curriculum design should support real learning**, which requires **durable changes to long-term memory**.
6. Our curriculum is a **live document**, continually reviewed flexible and around the needs of students. **Teachers use ongoing formative and summative assessments** to guide future planning and delivery.
7. Classroom staff understanding of our curriculum and their subject is consistency strengthen through a high quality CPD program, bespoke around need.

Curriculum implementation & Impact Plan

Covid Response 19-21 Our Recovery Curriculum

Home learning During Lockdowns

- Normal Timetable of learning was delivered (virtual lesson via teams started June 2020)
- 2020 lockdown curriculum adapted to focus on activating and motivated learning via knowledge and retention activities (including CORE and PE activities). From Sept 2021 wherever possible home learning match in school curriculum. From Jan 21 all lessons were virtual
- Students supported by weekly contact home, Home Learning Guidance packs, CORE activities, stationary & IT provision.

Reopening September 20

- Bridging Curriculums across all years and subjects. LTP & MTP's were continually reviewed, flexible and around the needs of students. Teachers used ongoing formative and summative assessments to guide future planning and delivery.
- CORE Curriculum adapted to focus on the knowledge and skills students most needed. This allowed the focus to be around securing the skills to restart, alongside Positive Health & Wellbeing
- Knowledge organisers launch to staff, students and parents
- Weekly CPD focused on strengthening staff understanding on how to deliver their subject curriculums and remove barriers to learning (especially literacy, numeracy, SEND, disadvantage, mental health)
- Targeted Intervention was put in place for students most adversely affected by lockdown. These students accessed a series of high quality additional interventions to assist students regain study habits and close gaps in learning.

Reopening March 21

Remapped a flexible 20/21 Curriculum with the aim of re-routing by Summer 21. Used formative and summative assessments to gain a clear picture of students learning

Raised teaching knowledge of student's needs (especially SEND and PP) and successful strategies to us via a series of ongoing CPD session throughout the Spring/Summer term. This will include the launch of provision mapping tool in the Summer term

Individual teachers used enhanced knowledge to plan sequence of learning and seating plans

Trained middle leaders to deliver effective co-planning. Weekly co-planning sessions used to support the effective implementation of the intended curriculum.

New behaviour curriculum with 3 Routines for Learning.

Curriculum Development Actions 22-24 Embedding Our Curriculum

Embed intended curriculum across the academy. Includes:

- Relaunch SWB Learning Approach: defining what teaching looks like at SWB (including strengthening Routines for Learning)
- CPD across the year reinforces the learning approach
- SEND & literacy is incorporated
- Effective assessment, feedback & tracking systems support responsive teaching
- Drive engagement in Home Learning

Developing staff expertise:

Senior level – develop understanding of curriculum via CPD and guided line management, enabling them to confidently question leaders and diagnose the kind of support/challenge and lead purposeful engagement debates about overall purpose and ambition of curriculum as a whole

Learning level – develop whole staff bodies understanding of science behind learning and barriers to learning (especially SEND and Literacy)

Subject level – developing subject expertise via:

- Weekly co-planning of enactment of the curriculum
- Access to a range of subject based professional learning opportunities – linked to continually signposted by DPA
- Training to effectively review curriculum implementation (internal and external)

Instructional Coaching -for staff not yet consistency securing learning in their classrooms

Monitor and Evaluate Quality of Education: analyses the intended v enacted curriculum and review the impact of a SWB education. Throughout all M&E sub group provision/progress will be reviewed (especially SEND & PP) ensuring all students are receiving their full entitlement. The analysis will be used to strengthen the curriculum provision. QA will include:

- Reviewing intended curriculum v enacted curriculum via Curriculum Reviews. overview collated by KEL to inform next steps and curriculum support
- Interval verification of Assessments papers prior to setting
- Data Analysis of Curriculum Impact – used year group overviews track an overview of the impact of the curriculum
- Monitoring Routines for Learning
- SLT Focus Reviews (linked to ADP)

Curriculum Development Actions 25-27 Enhancing Our Curriculum

Curriculum enhancement across the academy Including:

- Relaunch SWB learning approach (refined Routines for Learning)
- Develop curriculum connectivity through the conscious curriculum supporting development of student schema at KS3.
- Precision teaching through specificity of medium-term plans.
- Review of all long-term plans to ensure suitability.

Driving outcomes:

- Refined approach to **assessment**, ensuring early intervention through whole cohort ranking to support data analysis.
- Refinement of our Routines for Learning- **increasing thinking ratio** and creating the conditions for learning to thrive.

Focus on independence through:

- Introduction of **movement time** to support student independence.
- Guided practice** through appropriate scaffolding.
- Drive **home learning** approach which compliments the curriculum and is aligned to behaviour policy.

Developing staff expertise:

Senior level – develop **understanding of curriculum** via CPD and guided line management, enabling them to confidently question leaders and diagnose the kind of support/challenge and lead purposeful engagement debates about overall purpose and ambition of curriculum as a whole.

Learning level

- T&L habits to develop consistency of teaching across the academy.
- Professional learning pods (developing pedagogy).
- Whole school literacy- oracy, read aloud, guided reading.
- Middle leader curriculum coaching.
- Instructional coaching (Steplab) to develop expert teaching.

Subject level – developing subject expertise via:

- Weekly co-planning of enactment of the curriculum.
- OAT subject networks.

Monitor and Evaluate Quality of Education: analyses the intended v enacted curriculum and review the impact of a SWB education.

- Calendared reviews assess quality of curriculum implementation.
- Staff receive granular feedback on pedagogy (through Steplab teaching habits)
- Overview collated by KEL to inform next steps and curriculum support.

Communication of our Curriculum – ensuring parents and externals can gain a real understanding of the quality of our first-class education.

IMPACT TO DATE

- Well sequence curriculum planning documents across all subjects with resources that support teaching planning all uploaded to staff portal area
- Staff and students could clearly articulate learning journeys in individual subjects resulting in visible improvements in students' knowledge retention which led to some improvements in internal assessments (supported by external visitors).

	2019 Validated	2020 COVID	2021 COVID	2022	2023	2024
Outcomes	46% KS4 Students 4+ Eng & Maths 25% KS4 students Eng & Maths -0.12 P8 (Average) -0.23 disadvantage P8 -0.91 SEND P8 - A*-E 87%/App 31.2/Acad 25.2	54% KS4 Students 4+ Eng & Maths 27% KS4 students Eng & Maths +0.18 P8 -0.15 disadvantage P8 -0.21 SEND P8 - A*-E 93%/App 28.7/Acad 22.9	54% KS4 Students 4+ Eng & Maths 34% KS4 students 5+ Eng & Maths +0.24 P8 +0.02 disadvantage P8 0.00 SEND P8 - A*-E 100%/App 35.3/Acad 28.7	57% KS4 Students 4+ Eng & Maths 38% KS4 students 5+ Eng & Maths -0.14 P8 -0.54 disadvantage P8 -0.02 SEND P8 - A*-E %/App /Acad	54% KS4 Students 4+ Eng & Maths 31% KS4 Students 5+ Eng & Maths -0.19 P8 -0.36 disadvantage P8 -0.94 SEND P8 - A*-E App 37.73/Acad 33.69	43% KS4 students 4+ Eng & Maths 23% KS4 students 5+ Eng & Maths -0.5 P8 -0.76 disadvantaged P8 -0.27 SEND P8 - A*-E App 0.28/ Acad -0.42
Attendance	94.1%, (PA = 12.3%)	94.8% (PA = 11.7%)	89.1% (PA = 22.4%)	90.9% (PA – 28.86%)	90.2% (PA – 27.87%)	89.9% (PA – 26.88)
Behaviour	Fixed term Ex = 28% Reflects = 5847	Fixed term Ex = 9.7% Reflects = 751 (6 months in school)	Fixed term Ex = 10.3% Reflects = 949 (9 months in school)	Fixed term Ex = 7.01% Reflects = 1437	Fixed term Ex = 5.76% Reflects = 1269	Fixed term Ex = 5.55% Reflects = 1092

TARGETED IMPACT

- Behaviour curriculum has led to a every classroom enabling learning to flourish
- 100% Strong or better teaching (through instructional coaching)
- Progress 8 score +0.1
- Students make rapid progress across all subjects because the curriculum & teaching is meeting their individual needs. This is a direct result of a more knowledgeable staff body.

Curriculum overview 2025 - 2026

Year 7

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

Year 8

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

Year 9

Subject	Eng	Maths	Sci	D&T (rotation)	Music	Art & Textiles	MFL	Geo	Hist	RE	C.O.R.E.	ICT	PE	Total
Time allocation (hrs)	8	8	6	2	2	2	4	4	4	2	2	2	4	50

Year 10

	Pot A		Sci	Core		Opt A	Opt B	Opt C	Total
	10	10	8	2	2	6	6	6	50
Triple	Eng	Maths	Triple Science 8 Combined Science	Healthy living +PE	C.O.R.E./RE	Science	Free choice Option	Free choice Option	
	10	10		2	2	6	6	6	50
Main	Eng	Maths		Healthy living +PE	C.O.R.E./RE	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

Year 11

	Pot A		Pot B	Core		Opt A	Opt B	Opt C	Opt D	Total
Pathway	10	8	8	3	2	4	5	5	5	50
Triple	Eng	Maths	Triple Science	Healthy living +PE	C.O.R.E.	Science	Hi/Gg/MFL/CS	MFL	Free choice Option	
Ebacc	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	ICT/Btec Dance/Btec Sport/Btec PA GCSE PE/GCSE Art/GCSE Textiles	Hi/Gg/MFL/CS	MFL	Free choice Option	
Main	Eng	Maths	Combined Science	Healthy living +PE	C.O.R.E.	ICT/Btec Dance/Btec Sport/Btec PA GCSE PE/GCSE Art/GCSE Textiles	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

Subject overviews (2025-26)

For the subject overview for each year group, please click here <https://ormistonswbacademy.org.uk/curriculum/subjects>

Please Note – our curriculum is a live document as is adjusted to suit needs of students and their progression through the curriculum. Our academic curriculum is complimented by our CORE curriculum (including weekly personal development lessons and 5 drop down days per year)