

THE HARMONY TRUST

Westwood Academy



Westwood Academy- Curriculum Policy

At Westwood Academy, we deliver a broad, cohesive and engaging curriculum by identifying barriers to learning faced by our children and designing teaching strategies and approaches that aim to minimise the impact of these barriers.

We aim to achieve high levels of pupil attainment in all subjects through the delivery of an ambitious curriculum, that enables excellent rates of pupil progress regardless of children's barriers to learning.

Westwood Academy and Harmony Trust values:

Believe- empowering *all* children to have belief in what they can achieve and have aspirations for their future. We believe that *all* children are capable of achieving their goals, supported by quality teaching and provision.

Achieve- pupil achievement (progress) is the driver for raised attainment and we believe this approach supports *all* learners, including disadvantaged children.

Succeed- we believe that *all* children- particularly disadvantaged children- are capable of and deserve to experience success so that they have raised self-belief and raised aspirations about what they can achieve.

Understanding barriers at Westwood Academy

At Westwood Academy, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for our children. We also know that multiple factors of deprivation- including language deprivation- can create further barriers for children to overcome.

Barriers to learning for children at Westwood Academy

- English as an additional language- the majority of children can only speak a few words of English on entry to Nursery.
- A language deficit- a gap in vocabulary and a lack of ability to manipulate language for effect.
- The impact of inward mobility on children's prior knowledge.
- Lack of access to and experiences of written texts; including opportunities to share high quality, challenging texts with an adult, for some children.
- Limited cultural and enrichment opportunities also have an impact on the development of language and understanding.
- The impact of multiple factors of deprivation on children's emotional well-being - this can impact on children' behaviour for learning, health, self-esteem and self-belief.

We believe that the impact of these barriers to learning can be reduced through a curriculum that is successfully adapted, designed and developed to minimise and overcome the impact of barriers to learning.

Executive Principal: Mr J Bell Head of Academy: Miss S Wimperis

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Our strategies for reducing the impact of barriers to learning across the curriculum

We believe in developing the whole child; equipping them with the key skills, knowledge and cultural capital to succeed in education and in later life, as well as creating well-rounded children whose schooling is enriched with first-hand cultural experiences that support personal development. Where children cannot access these opportunities at home, we aim to provide opportunities through a rich, broad and coherent curriculum enhanced by first-hand experiences.

We believe that our children learn best where there is strong emphasis on:

- Providing opportunities for speaking and listening activities that support children to develop their spoken English and subject specific vocabulary.
- Providing opportunities for children to apply acquired vocabulary and knowledge in a range of contexts across the curriculum.
- Assessment being used to check children's prior understanding systematically, identify misconceptions and provide clear feedback.
- High quality teaching of phonics and reading skills to allow children to access the full curriculum offer using high-quality texts.
- The use of experiential and active learning strategies to immerse our children in learning and develop their knowledge of their locale and the wider world, enhanced by opportunities for learning outside of the classroom.
- Inclusive teaching strategies that promote appropriate discussion about the subject matter being taught.
- Developing children's sense of belonging by engaging with the history of the local community and making a positive contribution to society.
- Learning is demanding and matches the aims of the curriculum, by being coherently planned and sequenced towards cumulatively sufficient knowledge.

The principles of this policy will be embedded through subject policies and guidance in order to ensure a consistency of curriculum intent and implementation.

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