

At Windmill Hill Academy, we inspire pupils to be passionate lifelong learners by providing them with an ambitious broad and balanced curriculum, with the inclusion of a variety of enrichments, which will inspire them to have high aspirations. We inspire all learners to have strong desire to know or learn something and questioning their learning experiences to find out more. Throughout each year group and across the curriculum, pupils will make sustained progress, develop excellent knowledge, understanding and skills, regardless of their different starting points and backgrounds.

<p align="center">Curriculum Intent</p> <p><i>What is the intent of our curriculum design and how does this underpin our core values and ethos?</i></p>	<p align="center">Curriculum Implementation</p> <p><i>How is the curriculum implemented year on year, what knowledge, skills and attitudes are we expecting the children to gain during their time with us?</i></p>	<p align="center">Curriculum Impact</p> <p><i>What will be the impact on this teaching and learning within the wider curriculum?</i></p>
<p>The intent of the curriculum is to:</p> <ul style="list-style-type: none"> ▪ be ambitious ▪ be broad and balanced ▪ inspire pupils to learn ▪ promote the school and Trust vision and values ▪ be led by pupil and staff interest ▪ ensure the range of National Curriculum (2014) subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. ▪ incorporate opportunities to apply English and maths learning with independence in a range of subjects ▪ promote pupils' spiritual, moral, social and cultural development and within this promote British values and UNICEF Rights of the Child ▪ relate learning to pupil well-being, keeping safe and to prepare the children to make a positive contribution to society and the wider world ▪ equip them with the skills in order to be assessment capable learners. 	<p>Linked documents:</p> <ul style="list-style-type: none"> - An Daras Capabilities Curriculum Framework - Long term whole school curriculum horizontal map - Knowledge and skills organisers for each subject area - Class curriculum planning documents: class knowledge organisers for learning concepts and science - Website: https://www.windmillhillacademy.org/web/curriculum_1 https://www.windmillhillacademy.org/web/class_pages <p>The above information gives guidance in the implementation of our curriculum.</p> <p>Each term pupils are asked about their learning interests and, as a class, a capabilities assessment is carried out.</p> <p>These are then used by the teaching staff to support planning using the National Curriculum</p>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> ▪ Current data report ▪ Pupil conferencing ▪ Book Scrutiny ▪ Learning Walks ▪ Lesson Observations ▪ External Monitoring visits ▪ Moderation ▪ Pupil Progress meetings ▪ Curriculum long term planning overviews ▪ Curriculum Monitoring and evidence collection ▪ Photographic records ▪ Class Floorbooks ▪ School Celebration book <p>Impact:</p> <ul style="list-style-type: none"> ▪ Throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. ▪ The progress across the curriculum of disadvantaged pupils and pupils who have

<p>The Capabilities Curriculum framework is informed by pupil's social and emotional wellbeing. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in the 7 valuable characteristics: managing feelings, confidence, communication relationships and leadership, planning and problem-solving, creativity, resilience and determination.</p> <p>Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Through the research-based work of John Hattie, pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Visible Learning allows our pupils to be assessment capable learners by developing and embedding the school's five learning sails: resilience and tenacity, curiosity, connection, self aware and reflection.</p>	<p>age related expectations, school knowledge and skills progressions and the school schemes of learning.</p> <p>Opportunities for cross curricular learning are promoted. These include the application of English and maths and outdoor learning.</p> <p>Windmill Hill Academy promotes the enrichment of our curriculum in the following ways:</p> <ul style="list-style-type: none"> ▪ Capabilities assessment and programme ▪ Class trips and enrichments ▪ Residential trips for Years 5 and 6 ▪ Outdoor learning ▪ Wild Tribe ▪ Extra-curricular activities ▪ Pupil Parliament ▪ Rights Respecting School ▪ Whole class music lessons ▪ TIS sessions ▪ Wellbeing embedded throughout in addition to wellbeing sessions ▪ School Wellbeing Dog ▪ Celebration assemblies ▪ Visitors to school ▪ Charity events selected by the Charities and Communities Pupil Parliament Group ▪ Sports events/competitions ▪ Intensive Swimming lessons for Years 2 – 6 ▪ Baking/cooking activities ▪ Gardening ▪ Harvest produce supporting the local Foodbank 	<p>special educational needs and/or disabilities currently on roll is improving towards that of other pupils with the same starting points.</p> <ul style="list-style-type: none"> ▪ Pupil conferencing - the significant majority of pupils enjoy being at school and enjoy their learning. ▪ All pupils are challenged within their learning in all lessons. ▪ Pupils effectively apply their learning across a range of subjects. ▪ All pupils can read and can articulate their learning – what they are good at and what their next steps are. ▪ Pupils understand the importance of daily activity in maintaining a healthy lifestyle. ▪ Pupils can articulate their understanding of the school's vision and ethos. ▪ Pupils have a developing spirituality within the context of their daily lives within school demonstrated through the events and RE lessons notes made. ▪ Pupils' understanding of their heritage and place within the community is growing through the events planned. ▪ Pupils understanding of and taking small steps to have a positive impact on sustainability and climate change for future generations
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