

Waddesdon Church of England School: Curriculum Intent

Curriculum Intent Statement:

Our central aim is to meet our students' needs and to raise their aspirations so that they flourish socially and academically, during and beyond their time at Waddesdon.

Strategic Curriculum Intent:

Our school curriculum has been carefully designed to meet the needs of the children and families whom we serve. We see the curriculum as a broad mix of **ALL** the experiences gained by our students, including pastoral time, assembly, citizenship, daily lessons, trips and visits and other extra-curricular experiences. In this way it is both ambitious and inclusive, giving all children the opportunity to thrive in our rapidly evolving world and to have 'live life in all its fullness'.

Key Stage 3	Key Stage 4	Key Stage 5
<p>The KS3 curriculum is based on students' mastery of skills, knowledge and understanding, ensuring both depth and breadth in all areas. It not only instils our core values of dignity and respect, but also provides students with a broad academic experience in a wide range of subjects, thoroughly preparing them to make informed choices and prepare them for GCSE study. It is designed so that all students, no matter their starting point, are stretched and challenged, including targeted acceleration for both literacy and numeracy.</p> <p>Students are given the opportunity to engage with contemporary issues and develop cultural capital through our broad extra-curricular offer.</p>	<p>As students begin their journey into formal examinations, the three-year KS4 curriculum is deliberately designed to ensure they are offered a wide range of academic opportunities. Students study four GCSE options and are encouraged to take a Modern Foreign Language plus History and/or Geography. There is also a strong emphasis on maths and English. We champion creativity, careers-related learning and full education through Food, Technology, and the Arts. We also place an emphasis on citizenship education and fostering agency through our "Successful Learning" curriculum. With a commitment to stretch and challenge for all students, we provide a broad enrichment programme, aspirational support for disadvantaged and SEND students, and comprehensive careers and education guidance to prepare all students for their next steps.</p>	<p>Our curriculum offers a broad range of academic, creative, and vocational qualifications, ensuring students can pursue their interests and future aspirations. With tailored pathways for all abilities, we provide stretch and challenge for high achievers, while offering a vocational routes and targeted support for resit English and Maths. SEND and disadvantaged students benefit from mentoring, one-to-one support, and the 16-19 Bursary. Students are guided to make informed future decisions through workshops, university visits and our Extension Studies programme. Opportunities to build employability skills and engage with contemporary issues ensure students are prepared to thrive as active, informed citizens in modern Britain.</p>

Curriculum Implementation:

Our curriculum intent is **successfully** translated into practice through curriculum experiences and our robust school policies:

Curriculum Experiences	Policy into Practice
<ul style="list-style-type: none"> • Daily lessons • Daily assembly – embedding our core values and successfully enriching our students morally, personally, spiritually and academically 	<ul style="list-style-type: none"> • Behaviour policy: helps us instil excellent standards of behaviour and agency across the curriculum. Promotes the conditions for successful curriculum delivery as every teacher can teach and every child has the opportunity to learn • Assessment policy: (whole school and department) – supporting successful assessment of curriculum delivery and feedback to students

<ul style="list-style-type: none"> • Registration and pastoral time • Citizenship and PSHE (CP) • Successful Learning and Extension Studies sessions – allowing us to enhance agency, growth mind-set and study skills (along with ethos and values) • Extra-curricular offer – weekly opportunities at lunch and after school, and additional opportunities outside school (trips and events). The late bus runs on Wednesday to increase uptake, particularly to PP students. 	<ul style="list-style-type: none"> • Assessment practices: including formal assessment check points (mocks and assessment weeks) • Teaching and Learning policy: encouraging pedagogical practices that allow for deep learning, deep thinking, memory/retention, application and practice (see Familiar Fundamentals) • Curriculum overviews and schemes of work: allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine • Literacy Strategy: raising reading ages and ensuring engagement and enjoyment for all • KS3 Mastery booklet: outlining the substance and narrative behind the KS3 curriculum • Department meetings and Teaching & Learning focus on curriculum and pedagogy • Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students • Enrichment booklet: improving curriculum access for SEND students • Interventions such as ‘spotlight’, improving curriculum access for students in need of additional support • CP topic outline: updated every year to ensure coverage of relevant, contemporary issues and RSE • Communication of whole school focuses: SEND, Pupil Premium and more-able – ensuring curriculum delivery is tailored in these areas • Year 8 options: students are guided towards informed choices so that they access the right elements of the curriculum (e.g. Enrichment, COPE)
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Curriculum Impact:

Consistently outstanding outcomes show the strength of curriculum impact, with progress measures consistently well above average. However, impact goes beyond just outcomes into the every day experience and personal development of students. This is highlighted through learning walks, observations, MERs and work scrutiny, as well as the uptake at KS4 and KS5, KS5 retention and destinations. Finally, student engagement, attitude to learning and behaviour is assessed, as well as extra-curricular attendance and the close tracking of Disadvantaged and SEND students.

Evidence gathered is closely analysed and recorded in the school’s self-evaluation framework.

Charlie Cahill

Deputy Headteacher

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