

# Curriculum Intent, Implementation and Impact



*Believe, Succeed, Together*

Date Reviewed	June 2021
Date Ratified by the Trust	July 2021

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## 1.0 Curriculum Intent

### 1.1 Aims

In Education, the 'curriculum' is broadly defined as the '*totality of pupil experiences that occur in the educational process*'.

The intent of the curriculum is synonymous with many of the Academy's core aims:

- To provide a broad and balanced curriculum that is accessible to all pupils.
- To provide opportunities for all pupils to develop a high level of literacy and numeracy required for success in adult life.
- To broaden pupils' horizons through a range of spiritual, moral, social and cultural opportunities.
- To ensure that all pupils can thrive and develop as healthy individuals.
- To ensure that all pupils understand how to stay safe.
- To develop a strength of character, and resilience that will help pupils to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

### 1.2 Highlights

- A broad and balanced KS3 curriculum designed to develop competencies to prepare pupils for KS4.
- A broad and ambitious KS4 curriculum that provides **all** pupils with the opportunity to achieve the EBacc.
- An extended KS4 programme to allow pupils to develop a deeper understanding of subject specific knowledge and skills.
- A curriculum underpinned by a mastery approach.
- An extensive Personal Development and Enrichment (PDE) curriculum, designed to develop pupils' character, confidence, resilience, independence, leadership skills, preparation for life, and provide access to a wide and rich set of experiences.

### 1.3 Subject Intent

Subject	Intent
Art	<p>Encourage pupils to develop a visual language that expresses their own unique approach to and appreciation of the visual arts in a way that is both technically rewarding and progressive.</p> <p>Foster a willingness to experiment, explore and challenge ideas within a safe, stimulating environment that encourages debate and diversity.</p> <p>Enable pupils to develop their work within a contemporary context, building confidence and resilience so that their intentions are realised with purpose and clarity.</p> <p>Strengthen problem solving and personal creative development so that outcomes are of such a high quality that they are suitable for industry.</p> <p>Embed creative thinking and an understanding for visual communication that reflects an appreciation of contemporary art and design and its historical and cultural background.</p>
Business Studies	<p>Impart a coherent knowledge and understanding of business concepts, objectives and how businesses function in today's society.</p> <p>Understand the social, economic and political impact of businesses on local and global communities.</p> <p>Develop transferrable life skills such as critical thinking, problem solving, initiative and communication.</p> <p>Provide opportunities for pupils to develop resilience, confidence and self-management.</p> <p>Instil an enjoyment of engaging in real world business scenarios which allow pupils to think commercially and creatively to demonstrate their business acumen.</p> <p>Engage with the local community and develop a passion for our subject and its real-world application.</p> <p>Strengthen our core values of mutual respect and fairness by understanding the rapidly changing global business environment and the ethical responsibilities of future business leaders.</p>
Citizenship	<p>Enable pupils to participate fully as a member of society by understanding and exercising civil liberties and democracy.</p> <p>Develop the ability to reason systematically to understand the development of law and democracy.</p> <p>Develop pupils' ability to understand the development of law and democracy.</p> <p>Nurture pupils' ability to think critically to debate political ideology and questions.</p> <p>Equip pupils with the skills and knowledge to explore political and social issues critically, weighing evidence, debating and making reasoned judgements.</p> <p>Encourage pupils to take calculated risks and become more confident, resourceful, innovative and capable citizens.</p> <p>Acquire a coherent knowledge and understanding of politics, the law, and government, being an active citizen, the world of work and financial responsibility and planning.</p> <p>Equip pupils to ask perceptive questions and develop perspective and judgement.</p> <p>Develop character and embed British Values such as mutual tolerance and respect.</p>

Computing	<p>Develop pupils' ability to think and problem solve using algorithmic thinking.</p> <p>Develop pupils' ability to think critically to decompose problems into their simplest component parts.</p> <p>Encourage pupils to take risks in their design and develop creative solutions on their own initiative for problem solving.</p> <p>Encourage pupils to use computer programs to change the world around them.</p> <p>Allow pupils to gain a coherent knowledge and understanding of the technology underpinning computing devices.</p> <p>Provide pupils with practical opportunities to write computer programs to solve real world problems, showing resilience and reflection to complete complex tasks.</p> <p>Enable pupils to apply the fundamental principles of using abstraction and logic to support their understanding of real-world problems.</p> <p>Develop pupils' enjoyment of and confidence in digital literacy and numeracy.</p> <p>Create responsible users of ICT by promoting e-safety.</p>
Drama	<p>Encourage pupils to understand and value the use of collaborative work and how they can support others.</p> <p>Equip pupils with the practical, theoretical and evaluative skills to explore key issues and themes that can affect themselves and others, developing their understanding of the world around them.</p> <p>Provide pupils with new and engaging enrichment activities to extend their understanding of dramatic and interpersonal skills and their own capabilities.</p> <p>Provide opportunities for pupils to develop such aspects of character as showing initiative and embed such values as respect and fairness.</p>
Design Technology	<p>Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering own and others' needs, wants and values.</p> <p>Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.</p> <p>Develop a critical understanding of the impact of past/present design technology on daily life and the wider world.</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>Develop the ability to critique, evaluate and test ideas and products and the work of others.</p>
English	<p>Develop pupils culturally so that they acquire knowledge of the best that has been thought and written.</p> <p>Enable pupils to appreciate the depth and power of the English literary tradition.</p> <p>Develop pupils' autonomous understanding of and enjoyment of a wide range of texts and genres, including those from a different tradition.</p> <p>Encourage pupils to make fluent and informed opinions on texts, evaluating and analysing the writer's use of form, structure and language.</p> <p>Reflect critically on their knowledge and understanding of a range of texts and the ways texts can be interpreted over time by different readers.</p>

	<p>Develop perceptive judgements regarding texts, using linguistic and literary terminology accurately.</p> <p>Enable pupils to write effectively and coherently, using Standard English for a wide range of audiences and purposes.</p> <p>Enable pupils to be able to use language creatively, imaginatively and persuasively.</p> <p>Ensure that pupils can present ideas and information orally in both formal and informal contexts.</p> <p>Imbue pupils with the confidence to discuss, make presentations and respond carefully, critically and perceptively to questions and feedback.</p> <p>Encourage pupils to express a range of complex ideas using Standard English whenever and wherever appropriate.</p>
Food Preparation and Nutrition	<p>Impart a coherent knowledge and understanding of nutrition, safety, hygiene and the design and make process.</p> <p>Develop resilience, self-management and respect for others.</p> <p>Develop the employability skills of listening to and acting upon advice and collaboration.</p> <p>Foster pupils' enjoyment of using technology, being creative and taking risks</p>
Geography	<p>Help pupils gain an understanding of the wider world.</p> <p>Enable pupils to comprehend how global factors influence their lives and how their decisions can have global influence.</p> <p>Provide pupils with a coherent knowledge of how human activity can impact on the environment.</p> <p>Develop critical thinking skills required to understand how environmental degradation impacts on human activity.</p> <p>Develop such geographical skills as map reading.</p> <p>Develop a sense of wonder and adventure, dropping pupils in places, events and settings.</p> <p>Develop an understanding of the natural processes that produce the features and hazards on the Earth's surface.</p> <p>Investigate the impact of the natural hazards on the world we live in.</p> <p>Understand how our actions affect the world around us and how we adapt to the ever-changing urban environments.</p> <p>Recognise the impact ever changing urban environments have on global economies, resources, and populations.</p> <p>Offer pupils opportunities of enrichment through fieldwork.</p>
History	<p>Share knowledge and understanding of the history of Britain and the wider world.</p> <p>Develop a chronological narrative from the earliest times to the present day.</p> <p>Explain and analyse historical events and periods using second order historical concepts: significance, causation, consequence, change and continuity, similarities and differences.</p> <p>Develop critical thinking, effective written and verbal communication, analytical and evaluative arguments.</p> <p>Foster empathy, morality and respect for different cultures, the diversity of societies and the complexities of people's lives within history.</p> <p>Instil a love of history.</p>
Mathematics	<p>Provide pupils with the mathematical literacy vital to accessing the modern world.</p> <p>Develop pupils' ability to reason mathematically, complete a logical process and form ideas about generalisations in maths, leading to justification and proof, using relevant language.</p>

	<p>Learn how to break problems down into simpler steps so that they are solved in a logical and analytical way.</p> <p>Explore and articulate issues relevant to the real world.</p> <p>Encourage the taking of risks to enhance understanding.</p> <p>Engender a love of learning and appreciation of maths and to foster a curiosity of the subject through self-exploration.</p>
MFL	<p>Enable pupils to understand, communicate and express themselves in a foreign language.</p> <p>Provide an opening to other cultures.</p> <p>Expand personal horizons.</p> <p>Develop analytical and interpretive capacities.</p> <p>Encourage 'thinking outside the box'.</p> <p>Develop memory, self-discipline and self-esteem.</p> <p>Develop communication and collaborative skills.</p> <p>Create global citizens.</p> <p>Equip pupils to understanding and communicate with people from different walks of life.</p>
Music	<p>Develop a love of music.</p> <p>Increase self-confidence and creativity through learning a musical instrument.</p> <p>Acquire a musical vocabulary.</p> <p>Foster a willingness to listen and question through appraising a wide variety of musical genres and cultures.</p> <p>Support the development of resilience, independence and collaborative skills and presentational skills.</p>
P.E	<p>Foster a love of physical activity, leading to an active healthy lifestyle.</p> <p>Encourage pupils to think critically to develop tactics and strategies to problem solve, outwit and select and apply aesthetic movements across a range of physical activities.</p> <p>Provide a competitive pathway whereby pupils can experience an appropriate level of challenge.</p> <p>Enhance pupils' independent social skills through experiences of teamwork, leadership and collaboration.</p> <p>Enhance pupils' independent emotional skills, particularly resilience and enjoyment.</p>
PDE	<p>Develop pupils' character, confidence, resilience, independence, health and wellbeing, leadership skills, preparation for life, and provide access to a wide and rich set of experiences.</p>
R.E	<p>Enable pupils to participate fully as a member of society by understanding people and the world around them.</p> <p>Develop the ability to reason so that pupils can appreciate and articulate other justified perspectives and the reasons behind them.</p> <p>Equip pupils with the skills and knowledge to explore religious, ethical and social issues critically, weighing evidence, debating and making reasoned judgements.</p> <p>Gain a coherent knowledge and understanding of the religious ideas and issues.</p> <p>Equip pupils to ask perceptive questions and develop perspective and judgement.</p>

Science	<p>Explore the foundations of understanding of the world through biology, physics, chemistry, allowing pupils to confidently analyse and explain what is occurring around them.</p> <p>Develop pupils' ability to gain a coherent knowledge and understanding of science and scientific processes, knowledge, methods and uses of science.</p> <p>Promote a love of learning and intellectual curiosity through learning about essential scientific processes, knowledge, methods and uses of science.</p> <p>Enhance and develop employability skills such as working in a team, problem solving and communicating effectively.</p> <p>Develop independence through experimentation, building an inquisitive and resilient mind.</p> <p>Allow pupils to take ownership of their impact upon the world through application of skills and knowledge.</p>
Sociology	<p>Enable pupils to participate in our interconnected world with understanding and humanity.</p> <p>Examine social phenomena that affect people's lives in profound ways.</p> <p>Nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better.</p> <p>Challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness.</p> <p>Empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking.</p>
Statistics	<p>Encourage pupils to understanding the importance of careful planning, a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis, generating data visualisation and understanding the maths involved.</p> <p>Develop skills that pupils will use in other subjects such as Science and Geography, and reinforces techniques needed for GCSE Mathematics.</p> <p>Provide real-life scenarios to capture pupils interest and give them an insight into the importance of statistics in the real world.</p>

## **2.0 Curriculum Implementation**

### **2.1 Policies**

The curriculum is implemented through the following policies:

[Curriculum Policy](#)

[Mastery Curriculum Policy](#)

[KS3 Indicative Competencies Policy](#)

[Marking and Assessment Policy](#)

[Teaching and Learning Policy](#)

### **2.2 Content Overview**

The KS3 and KS4 content are detailed in the links below:

[Art](#)

[Business Studies](#)

[Citizenship and RE](#)

[Computing and ICT](#)

[Design Technology](#)

[Drama](#)

[English](#)

[Food Preparation and Nutrition](#)

[French](#)

[Geography](#)

[History](#)

[Maths](#)

[Music](#)

[PE](#)

[Science](#)

[Sociology](#)

[Statistics](#)

### 2.3 Personal Development and Enrichment (PDE)

The PDE curriculum operates across all year groups and covers three broad areas:

- PSHE and RSHE.
- Development of Self.
- Enrichment

Refer to section 1.6 of the [Curriculum Policy](#) and [Personal Development and Enrichment \(PDE\) Policy](#)

### 2.4 SMSC and British Values

At KS3, all pupils study Citizenship and R.E (1 hour a week).

At KS4, all pupils study GCSE Citizenship (2 hours a week) which is taught alongside the statutory provisions of R.E so the Academy is compliant in terms of sections 69 and 71 and schedule 19 of the School Standards and Framework Act 1998.

Across KS3 and KS4, the Academy offers a bespoke PDE curriculum – refer to [Personal Development and Enrichment \(PDE\) Policy](#)

Extensive extracurricular provision (and participation) is an integral part of the wider curriculum – refer to [Extracurricular Provision](#)

2018-2019	2019-2020	2020-2021
<a href="#">Academy Newsletter - Autumn Term 1 (2018)</a>	<a href="#">Academy Newsletter - Autumn Term 1 (2019)</a>	<a href="#">Academy Newsletter - Autumn Term 1 (2020)</a>
<a href="#">Academy Newsletter - Autumn Term 2 (2018)</a>	<a href="#">Academy Newsletter - Autumn Term 2 (2019)</a>	<a href="#">Autumn Newsletter - Autumn Term 2 (2020)</a>
<a href="#">Academy Newsletter - Spring Term 1 (2019)</a>	<a href="#">Academy Newsletter - Spring Term 1 (2020)</a>	
<a href="#">Academy Newsletter - Spring Term 2 (2019)</a>	<a href="#">Academy Newsletter - Spring Term 2 (2020)</a>	
<a href="#">Academy Newsletter - Summer Term 1 (2019)</a>		<a href="#">Academy Newsletter - Summer Term 1 (2021)</a>
<a href="#">Academy Newsletter - Summer Term 2 (2019)</a>		<a href="#">Summer Newsletter - Summer Term 2 (2021)</a>

## **2.5 Personal Safety and Healthy Living**

Pupils' safety and wellbeing are of paramount importance.

Safeguarding - <http://www.eastwoodacademy.co.uk/index.php/the-academy/safeguarding>

Mental health - <http://www.eastwoodacademy.co.uk/index.php/pupils/mental-health>

Online safety - <http://www.eastwoodacademy.co.uk/index.php/pupils/e-safety-for-pupils>

Health - In July 2020, the Academy was awarded Healthy Schools Status for a further 2 years.

Sport – The Academy is the hub for the Southend West School Sports Partnership (SWSSP) which provides specialist sporting services, provision and expertise to 54 schools. Further, the Academy was listed in the top 10 sporting state schools in 2019 as reported in the School Sport Magazine - [Top 30 State Schools](#)

## **2.6 CEIAG**

The Academy provides a range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

<http://www.eastwoodacademy.co.uk/index.php/pupils/careers-education-and-guidance>

### 3.0 Curriculum Impact

#### 3.1 Pupil Outcomes

Locally, the Academy is the highest performing non-selective school. Nationally, the Academy has been in the top quintile of schools over the last 3 years - [DfE Performance Tables](#).

Refer to the following reports [GCSE Results Report](#) and [Self Evaluation - Executive Summary](#)

The Academy was subject to a section 5 inspection in December 2018 and achieved 'outstanding' in all categories - [Ofsted Report 2018-2019](#)

#### 3.2 Pupil Destinations

The most recently published data in the School and College Performance Tables is the 2017 cohort.

The % of pupils in sustained education, employment or training is 96% vs. a national average of 94% (+2%).

Refer to the [DfE Performance Tables](#)

#### 3.3 Pupil Achievements – Wider Curriculum

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