



**Broadwalk
Green**

**Curriculum
Overview
2025 - 2026**

Curriculum Intent

Our Intent

Our exciting and innovative curriculum provides a stimulating, varied and bespoke course of study that promotes collaborative and independent learning and effectively prepares and encourage our pupils to develop a greater understanding of who they are and their place in the world by filling in gaps in knowledge or correcting misconceptions while also building on prior knowledge to use every opportunity to maximise cultural capital.

Our curriculum is tailored to re-engage and develop a love of learning by providing pupils with an engaging range of subjects, whilst also enabling them to develop cross-curricular skills and understanding both inside and outside of school.

At Broadwalk pupils follow the National Curriculum with an emphasis on cross-curricular skills that develop the expertise pupils need to be able to access a full academic and non-academic programme of study once they leave.

Central to this curriculum offer is:

- **A mix of core academics and enrichment:**

Core – English, maths, science, physical education, careers

Enrichment – Art, Food technology, Curriculum for life

- **Collaborative Curriculum Projects** – all pupils have the opportunity to take part in a 2 week, cross-curricular, project that is designed and sequentially planned to allow a wide breadth of knowledge from a range of subjects to provide a deeper understanding of any topic
- **Reading** – we foster a love of reading and encourage all pupils to read as widely and diversely as possible, using disciplinary literacy across the curriculum to enable access to a plethora of styles and levels of text that challenge and thinking while building knowledge and imagination.
- **BOLT** – pupils are given the opportunity to put theory learned in the classroom into context outside of the classroom as well as putting into practice social and character building skills such as leadership and teamwork; this can take the form of history and/or science museum visits, country walks, attending local community events, cycling and many more.

Subject specific curriculum intent overview

Reading	At Broadwalk we want to foster a lifelong love of reading by exposing our pupils to various literature across all curriculum areas. We believe reading opens up a new world for pupils and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the pupils' vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for pupils to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our pupil to various genres and famous authors and to enhance the variety of exciting topics that we teach.
Writing	At Broadwalk we want to develop the appropriate subject specific knowledge, skills and understanding in order for our pupils to become well rounded writers. Our approach includes all subject areas providing the opportunity for pupils to express their thoughts in a range of written styles. It is vital that our pupils are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles. We hope for our pupils to leave Broadwalk with the certainty that they are able to communicate effectively in writing and enjoy being able to express themselves in this way.
Mathematics	At Broadwalk we aim to deliver a maths education which provides a foundation for understanding the world our pupils live in and the ability to reason mathematically. Our approach includes filling in gaps of knowledge by introducing new topics, breaking down problems into smaller, simpler steps in order to solve the bigger problem. Our pupils receive one numeracy lesson a week; these are aimed to help our pupils become more fluent in the fundamentals of maths by practicing which helps to enable them to recall information rapidly and accurately. Our intent is also to help our pupils reason mathematically, to conjure relationships, argue a point and to be able to justify in order to prove. We encourage our pupils to describe or explain how they come to particular answers and draw specific conclusions. Maths and numeracy is planned into all subject curriculums across the school in order to further embed knowledge and understanding creating opportunities for transferrable skills.
Science	The science curriculum is taught in a manner where pupils will understand its impact on our daily lives. Pupils will scientifically think, discuss and learn about the science and engineering behind modern day technologies such as TVs, mobile phones, vehicles and household items like the hairdryer or the washing machine as well as advances in medicine which allow us to diagnose and treat diseases which may have killed many in the past. Pupils have to understand the importance of the work carried out by famous scientists like Sir Isaac Newton, Rosalind Franklin and Stephen Hawking. The 'scientific model' at Broadwalk is delivered in a manner which allows pupils to explore, discover, change and question ideas. There is a strong emphasis on experimental work where pupils develop practical skills necessary for GCSE courses. The Biology, Chemistry and Physics units covered lay down the foundation for all Year 10 and 11 science courses.
CFL	Our PSHE programme aims to assist pupils to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. We adopt a two tiered approach by offering a whole school curriculum, as well as discrete PSHE lessons. For lessons, where possible, data from national research provides a rationale for choosing specific areas of study to enable the curriculum to meet the needs of each cohort. It is vital that PSHE is reactive to things that are going on in both the local community as well as nationwide in order to instil cultural capital. The topics currently taught in PSHE are; Drugs and Alcohol, CSE and Grooming, Healthy Lifestyles, Relationships and Sex Education, Crime and Punishment and Hate Crimes.

Computing	<p>All pupils at Broadwalk have the right to a rich, deep learning experience that balances all the aspects of computing. With technology playing such a significant role in society today, we believe 'Computational thinking' is skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.</p> <p>We teach a curriculum that enables our pupils to become effective users of technology who can understand and apply the essential principles and concepts of Computer Science. This allows them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they can express themselves and develop their ideas through information and computer technology – at a level suitable for the future workplace and as active participants in a digital world.</p>
Art	<p>At Broadwalk, pupils are able to explore their own 'style' by creating personalised and differentiated work around a theme. We focus on building formal skills in drawing in different forms, as a means of communication and expression. There are opportunities in each project to learn and refine practical skills such as painting and sculpture in a variety of materials whilst applying art theory to their work such as colour theory, light, shadow, line, tone and understanding of 2D and 3D forms.</p> <p>At Broadwalk we create opportunities for pupils to experiment and learn from mistakes, refining and improving skills and developing a greater understanding of their abilities.</p> <p>In art, pupils learn about the world around them through street art, and the wider world through the art of other cultures. We learn how art is used as a means of expressing meaning and highlighting global issues such as conservation and animal rights.</p>
Food Tech	<p>At Broadwalk, we aim to provide each and every pupil the opportunity to develop knowledge and an understanding of a broad range of practical skills, techniques and recipes. We believe food technology provides the pupils a life skill that gives them the confidence to become independent and functional in the outside world, leading to increasingly healthy lifestyles. It also gives the pupils the opportunity to explore a range of foods that ultimately increase their tastes, cultural awareness and skills to prepare them for adulthood. Pupils also have a clear understanding relating to food choices and the impact to the environment relating to food waste.</p>
BOLT (Broadwalk Offsite Learning together)	<p>At Broadwalk, our overall vision of BOLT is to develop cultural capital by providing out of school activities that afford opportunities for pupils to develop socially, educationally, physically and emotionally. We aim to use trips and visits to integrate our students safely and sensibly with the local community; by doing so we are enabling pupils to gain a wider knowledge of curriculum areas and allowing them to take knowledge learned in school and apply it in a wider context using social, real-life and hands-on activities. We aim to enhance their learning with reading, writing and speaking tasks in order to ascertain understanding of the knowledge being taught at each setting; thus providing a cross curricular link and further embedding knowledge with all subjects taught in school.</p> <p>These visits encourage pupils to learn vital life skills, example of which are road safely, interacting with members of the community appropriately and safe travel.</p>
Humanities including R.E.	<p>Humanities and RS are not taught as discreet lessons on Broadwalk's curriculum, instead it is taught throughout the other subjects and tied in with the topic being taught when appropriate. Schemes of work are developed to include opportunities for history, geography and RS and this is audited to ensure a robust offering that allows pupils to gain context for the topics of the subjects being offered. The area of the humanities and RS curriculums are linked to national curriculum programmes of study for KS2 and KS3.</p>
P.E	<p>At Broadwalk, we aim to deliver a P.E. curriculum which inspires all our pupils to succeed in Sport or physical activity. We offer a broad range of physical activities and try to encourage our pupils to lead healthy active lives by taking part in activities outside of school time. Our curriculum enables our pupils to progressively build on skills learnt during KS2 and begin to start experimenting with tactics and strategies. In order to further challenge our pupils, we promote healthy competition both intraschool and interschool. We provide opportunities for our pupils to become physically confident and to build their character by helping to embed values such as fairness and respect.</p>

PROGRESS

Maths	All pupils - 94% of pupils made at least expected progress from their starting point. 76% made better than expected progress- closing the gap.
	Pupils with attendance over 80% - 98% of pupils made expected or better than expected progress from their starting point. 92% made better than expected progress- closing the gap.
English	English all pupils - 94% of pupils made at least expected progress from their starting point. 74% made better than expected progress- closing the gap.
	Pupils with attendance over 80% - 100% of pupils made expected or better than expected progress from their starting point. 85% made better than expected.

Reading Progress = to time (23-24)			Attendance over 80%
Expected	Progress greater than time	88.6%	93.3%
Accelerated	Progress of Good, greater than 5 months	69.4%	87%

Spelling Progress = to time (23 - 24)			Attendance over 80%
Expected	Progress greater than time	83%	88%
Accelerated	Progress of Good, greater than 5 months	63%	66%

Subject leads

- **Planning:** planning is generally completed using a whole school pro-forma developed so that our strands of learning can be easily identified e.g. disciplinary literacy, numeracy, humanities, artsmark. Planning allows, at a quick glance, to see the sequencing of lessons and how cumulative knowledge is gained and where opportunities for retention tasks can be placed.
- **Position statements:** subject leads write termly statements of intent, implementation and expected impact of the topics/units being taught. Statements also highlight termly departmental priorities and the impact of the previous term's priorities. These are made available to ALL staff.
- **Curriculum team meetings:** Subject leads hold termly meetings to give the members of staff in their team an overview of the curriculum being taught that term. Staff includes non-specialist teachers, support staff and those delivering outreach or at other bases such as Manor Road. This is an opportunity for those staff to discuss the curriculum and advise of any training requirements and highlight where adaptations have been made so that all pupils, including those with SEND, are taught within the classroom.

Teaching and Learning CPD

All staff at Broadwalk are encouraged to take part in continuous professional development no matter their position within the school. Teaching staff are encouraged to take part in both internal, external and online CPD where it is appropriate to developing subject knowledge and/or pedagogy. Those undertaking CPD that is external are expected, where appropriate, to disseminate relevant updates to the curriculum lead and to those staff it will help develop.

Internal CPD:

- Feedback from external CPD
- Updates to staff from curriculum lead regarding updates to DfE guidelines e.g. The Reading Framework
- Updates from OFSTED regarding subject reviews or framework changes especially, in this case, those relevant to the 'Quality of Education' judgement.
- CPD is calendared and has included: role of the subject lead, disciplinary literacy, oracy, effective questioning, marking policy and feedback.

External CPD:

Those staff who attend external CPD are required to firstly put in a request so that impact can be measured against metrics such as cost, time and cover implications before being agreed. Staff are required to update their training logs and then feedback where appropriate.

CPD delivered within school by external or partner agencies are also of great value and have included sessions from educational psychologists, SEND training and updates from the Local Authority SEND team and The National Literacy Trust, all of which allows staff to enhance their knowledge and pedagogy and try or embed cross curricular strategies such as the new standardised format of starter slide.

Lesson observations, Learning walks and marking scrutiny.

Broadwalk has an open door policy so that colleagues and members of SLT can sit in and observe or take part in lessons across the curriculum.

Learning walks are carried out by SLT frequently, both formally and informally, in order to quality assure lesson planning, delivery and impact. There is a standardised criteria for what is expected as standard across the curriculum however we also conduct learning walks with specific checks in mind e.g. SEND adaptation, traffic light system being in use, use of support staff.

More in depth lesson observations are conducted to ensure that a lesson is compliant with triangulation and pupils can be spoken with to see whether they are aware of their targets and at what point in the sequence of lessons they are. Follow up feedback is given to the teacher (and support) and development points are discussed to be actioned in future lessons.

Marking scrutiny is undertaken around specific groups/focus e.g. SEND, higher ability, reading age appropriate. Marking scrutiny is undertaken by curriculum lead or more generally as a teaching group activity where teachers (and support) have the chance to see how marking is being carried out across the curriculum and use this to workshop possible misconceptions and or feedback to each other as a team.