



Excellence Through Opportunity

At Woodside Academy, children are at the centre of everything we do. Our curriculum is ambitious, inclusive and rooted in our local context. It is designed to inspire a love of learning, build resilience and enable every child to achieve their full potential, regardless of background or starting point. Guided by our ethos, *Excellence Through Opportunity*, we are committed to providing rich experiences that broaden horizons and help pupils recognise what they can achieve.

Intent

Our intent is to deliver a broad, balanced and ambitious curriculum that equips pupils with the knowledge, skills and understanding they need to succeed academically, socially and personally. The National Curriculum underpins our offer and is enhanced through carefully planned experiences that reflect our local community, history and geography.

We place a strong emphasis on helping pupils understand their place in the world, beginning with their immediate locality and expanding to regional, national and global contexts. Through meaningful study of local history and geography, pupils develop a sense of identity, belonging and pride in their community, while also gaining the knowledge and vocabulary needed to compare and contrast with other places and periods.

Our curriculum prepares children for the next stage of education and for life beyond school by raising aspirations, promoting high expectations and providing equal access to opportunity. By the time pupils leave Woodside Academy, they will be:

- Resilient, motivated learners who embrace challenge
- Secure in the core skills of reading, writing and mathematics
- Curious and knowledgeable about their local area and the wider world
- Respectful, compassionate and inclusive



Implementation

Our curriculum is carefully sequenced to ensure clear progression and coherence across all subjects. Learning is planned so that pupils make strong connections over time, particularly between history, geography and the local context in which they live.

A narrative approach is used, allowing new knowledge to build on prior learning and deepen over time. Local history and geography are used as meaningful starting points, enabling pupils to explore significant events, people, landmarks and changes within their own community before making links to wider national and global learning.

Subjects such as history, geography, science, art and design technology are taught in blocks to allow immersion and depth, while other subjects are taught weekly. Each unit is driven by a clear enquiry question and supported by subject overviews to ensure progression, consistency and high expectations. Teachers adapt planning to meet the needs of all learners.

High-quality teaching at Woodside Academy includes:

- High expectations for all pupils
- Clear, engaging explanations and modelling
- Building on prior knowledge
- Well-structured lessons with clear objectives
- Effective questioning and feedback
- Promotion of independence, resilience and responsibility

Cultural Capital and Personal Development

We are committed to developing well-rounded individuals by providing meaningful opportunities that extend beyond the classroom. Through PSHE, RE, assemblies, visits and enrichment activities, pupils gain the knowledge, experiences and cultural understanding needed to thrive.



Excellence through Opportunity visits, visitors and community links play an important role in building cultural capital, helping pupils develop pride in their area while broadening their understanding of the wider world.

Student Roles and Pupil Voice

Pupil voice is highly valued at Woodside Academy. Our pupil leadership roles include House and Sports Captains, School Council Representatives, Reading Mentors, Cultural Ambassadors, Spanish Amigos and Eco-Warriors. Pupils are elected democratically by their peers and actively contribute to school improvement.

Eco-Warriors support sustainability initiatives and community projects, and the academy is proud to hold the Green Flag Award.

Our house system promotes teamwork, leadership and a strong sense of belonging. Houses—Redgrave, Wilkinson, Moore and Holmes—encourage pupils to aim high and work collaboratively across year groups through academic, sporting and creative competitions.

Impact

The impact of our curriculum is monitored through regular assessment, pupil voice, work scrutiny and leadership review. Progress is tracked against end-of-year expectations, and teaching is continually refined through feedback and professional development.

Pupils enjoy learning, understand its purpose and are confident to take risks and challenge themselves. They leave Woodside Academy as motivated, resilient learners who are respectful, tolerant and well-prepared for the next stage of their education.

Impact is measured through:

- Assessment and attainment data
- Attendance and behaviour
- Pupil and parent feedback
- Lesson observations and curriculum reviews



*Excellence through
Opportunity* Work scrutiny and moderation

- Participation in enrichment and extra-curricular activities