

## Curriculum Drivers and Rationale



The STEP Westbridge Way unites our PUPAC values of **P**assion, **U**rgency, **P**ositivity **A**spiration and **C**ommitment with our adherence to cooperative learning principles. This builds the foundation for our pupils to become the very best versions of themselves.

We are committed to providing the best learning opportunities possible through a creative and inspiring curriculum approach to ensure all of our pupils are successful on the next step of their educational journey. Our three curriculum drivers of **community**, **equality** and **sustainability** underpin everything we do, further enabling our pupils to make deep and long-lasting connections in their learning. The values of inclusion and diversity are at the heart of our Westbridge Way. Our ambition is to offer rich, stimulating experiences which support children to reach their full potential and prepare them to be kind, active and confident British and global citizens.

**Across STEP Academy Trust, we believe that every second spent at school is precious, and no time can be wasted. Every part of our taught curriculum is 'on purpose' and full participation is expected of all pupils, to ensure they are as prepared as possible for their next stage of education.**

## Curriculum Drivers

Driver	What does this look like?	Why is it important for our children?
#Community	Named classes after Pupil Parliament suggestions linked to sustainability	To feel part of each class community and a sense of belonging
	Collaboration in class e.g. talk partners, Think Pair Share	Develops oracy, team work and confidence, essential life skills
	Cooperative Learning behaviour focus	Raises expectations for how we act in school to have the best chance of success. Builds teamwork
	High expectations of conduct and behaviour throughout academy	To reinforce the idea of their class and school community working together. Ensures their learning is prioritised and pupils are ready for next stage
	Team names in English, Maths and Wider Curriculum [whole class in EYFS]	Supports the advancement of team spirit and working together for a shared outcomes. Fosters partnerships.
	Pupil knowledge about wider STEP membership e.g. through shared PUPAC values	Deepens understanding of being part of an even wider community, who all share the same aspirations. Following PUPAC principles will set foundation for future achievement
	Celebration of pupil achievement e.g. through cheers, assemblies, silver and gold stickers, platinum cards	Shows pupils they are valued, and the whole school gets to celebrate individual and collective success
	Involvement with outside agencies e.g. The Hampshire School, Emanuel, Thomas' Foundation, The Bridge, St. John Bosco College and more	Strengthens links within and across communities; gives opportunities for pupils to further understand, and feel part of, the communities around us
	Extended Schools	Gives opportunities to learn new skills and develop friendship and reinforce cultural capital
	Explicit links in History, Geography, RE, PSHE, P4C curriculum	Reinforces pupils' schema around idea of community (equality, racism, religion, people who improved communities, knowledge of local, national and global community and our places within these)

Driver	What does this look like?	Why is it important for our children?
<b>#Equality</b>	Explicit links in History, RE, PSHE, P4C curriculum e.g. learning about racism, Suffragette Movement, US Civil Rights	Gives them a voice, and the knowledge and determination to oppose inequality
	Assemblies	Share current affairs
	Behaviour Policy treats everyone equally and fairly	To reinforce the message that we all have an equal right to learn
	High-quality lessons for all pupils, with necessary adaptations made to meet all needs e.g. SEND, EAL	So that all pupils get the best possible education and are ready for the next stage of their education
	Adapted provision to meet the needs of all learnings e.g. changing groups based on assessment	So all pupils are supported to meet their full potential
	A wonderful, multi-cultural and representative staff, pupil and parent community	Reinforces the key message that we are all different, but deserve to be treated fairly
	Rigorous behaviour tracking and monitoring systems	So any incidents of racism, sexism, abuse or bullying is dealt with swiftly and effectively

Driver	What does this look like?	Why is it important for our children?
<b>#Sustainability</b>	Pupil Parliament-led initiatives e.g. Sleep In for Homelessness, Class names changed to WWF list of endangered animals, ongoing elections/applications to join Pupil Parliament	Empowers pupil voice, shows them they can be agents for change and that they can make a difference. Shows pupils that they can continue to make important choices about our school, even if they are younger or are not appointed
	P4C sessions with a focus on sustainability	Reinforces key driver. Provides pupils with confidence, skills and empathy – transferrable, life-long skills
	Each class assigned a class plant to take care of	Shows pupils their contribution is valid and needed; reinforces learning in Science and Geography; adds to their overall schema/knowledge. Fosters responsibility.
	Explicit links in Geography and Science curriculum e.g. learning about different biomes, how things grow, climate change	Deepens understanding of topics and themes, reinforces links between different curriculum areas
	Displays and assemblies	Celebrates achievement, raises awareness of key issues, gives pupils a high-quality learning environment to raise aspiration and expectation