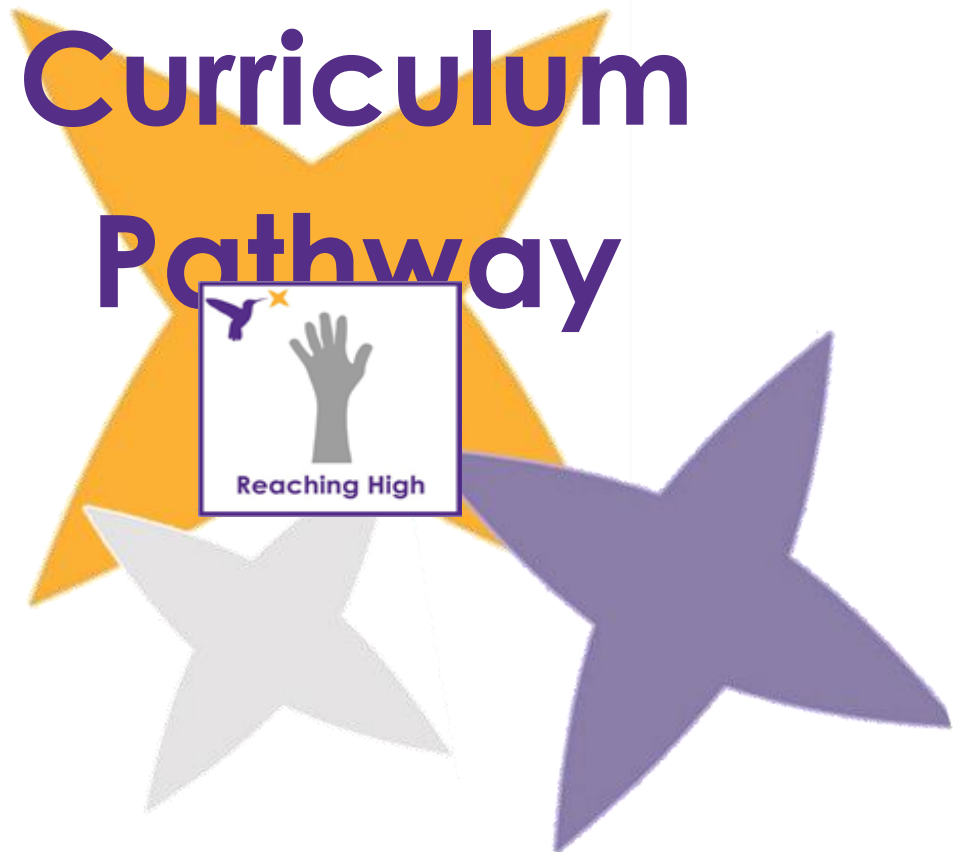




**West Oaks
Curriculum
Reaching High
Curriculum
Pathway**





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Reaching High Pathway

Curriculum Rationale

The Reaching High curriculum is tailored for learners across Key Stages 2, 3, and 4 who are working within the primary National Curriculum expectations (Years 1–6). This typically aligns with Connecting Steps 'Progression Steps' levels 4–8. To ensure every pupil is sufficiently challenged, those demonstrating advanced understanding in specific subjects may also access KS3 level topics.

By adapting the National Curriculum to remain age-appropriate and relevant, this pathway aims to inspire pupils to reach their full potential. We bring learning to life through high-quality resources and first-hand experiences, ensuring that the planned material goes beyond simple instruction. Specifically, the Reaching High curriculum is designed to:

- **Embed Knowledge:** Content is reinforced through termly showcase 'express' events, allowing pupils to integrate new knowledge into larger conceptual ideas.
- **Provoke Curiosity:** Pupils are encouraged to share existing knowledge and pose questions to shape the direction of future learning.
- **Celebrate Achievement:** The framework provides frequent opportunities for the sharing and celebration of student work.
- **Promote Autonomy:** Pupils set and regularly review personal targets and/or learner outcomes, identifying the necessary steps to achieve their goals.
- **Foster Reflection:** Dedicated 'Assessment for Learning' strategies allow for reflection on both academic progress and social development.
- **Develop Citizenship:** Through the promotion of British Values, pupils engage in the discussion and debate of current affairs, including politics, finance, and community safety.

The framework for the Reaching High curriculum is built upon National Curriculum objectives, incorporating materials from 'Cornerstones' and other respected educational sources. Full details of the published schemes and sources utilised can be found in the [following document](#).

<https://docs.google.com/document/d/1LCvitrB-zJJ6u9djh0vAqMs7i7mNfHi/edit>

Subject Intentions



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Subject integrity is fundamental to the design of an effective curriculum. Defining a clear purpose of study ensures that each subject is taught with accuracy and appropriateness. These are the primary intentions for each subject within the Reaching High pathway:

English (Reading):

- **Developing a Love for Books:** Encouraging a genuine interest in reading for pleasure.
- **Broadening Horizons:** Access to a wide variety of texts, including fiction, non-fiction, and poetry from different eras, featuring books that challenge and stretch reading abilities.
- **Reading Aloud:** Building the skills to read clearly and with confidence in front of others.
- **Phonics Skills:** Using phonics knowledge as a tool to improve decoding accuracy.

English (Spoken Language):

- **Confident Communication:** Helping pupils use their preferred way of communicating to express ideas clearly to different groups of people.
- **Respectful Discussion:** Learning to listen well and take turns during talks, debates, and group work.
- **Presentation Skills:** Practising different ways of presenting information to suit the task and the audience.

English (Writing):

- **Using Grammar:** Applying National Curriculum grammar rules (Years 1–6) to make writing more effective for the reader.
- **Clear and Purposeful Writing:** Developing the ability to write neatly, clearly, and for many different reasons.
- **Creative Expression:** Using imagination to bring ideas to life in both writing and speech.

Mathematics:

- **Making Connections:** Developing a solid grasp of key concepts and understanding how different areas of maths link together.
- **Practical Skills:** Learning a broad range of skills to use and apply mathematics in everyday situations.
- **Calculation Fluency:** Building speed and accuracy in both mental maths and written methods.
- **Mathematical Vocabulary:** Learning and using a wide variety of mathematical terms with confidence.
- **Independence and Resilience:** Encouraging pupils to think for themselves, keep trying when faced with challenges, and build confidence through their successes.
- **Mastering Fundamentals:** Working toward fluency in core areas such as number, measurement, geometry, and statistics.
- **Problem Solving:** Applying mathematical knowledge to solve problems by choosing the right operations and using the methods they have been taught.
- **Reasoning and Logic:** Developing the ability to think critically, evaluate work, and explain the logic behind mathematical answers.

Science:

- **Inspiring Curiosity:** Fostering a passion for science and exploring how it shapes technology in the past, present, and future.
- **Core Knowledge:** Building an awareness of Biology, Chemistry, and Physics to help make sense of the world.
- **Scientific Thinking:** Encouraging independent thought and the ability to ask big questions about how the world works.
- **Methods of Enquiry:** Developing an understanding of different scientific methods, such as fair testing, observing changes over time, spotting patterns, and grouping or classifying data.



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- **Hands-on Learning:** Gaining the skills to carry out practical experiments in various settings, including outdoor fieldwork.
- **Planning and Reviewing:** Learning how to design experiments, carry them out, and look back at the results to see how they could be improved.
- **Technical Language:** Using scientific vocabulary accurately and with confidence within the right contexts.
- **Using Equipment:** Learning to handle scientific tools and equipment safely, correctly, and for the right purposes.
- **Addressing Misconceptions:** Using group discussions to identify and correct any misunderstandings, ensuring a clear and accurate grasp of scientific facts.

History:

- **Understanding Chronology:** Helping pupils develop a clear sense of time and where different events fit into a historical timeline.
- **British and World History:** Building a coherent knowledge of Britain's past alongside significant events and cultures from the wider world.
- **Historical Vocabulary:** Developing the use of specific historical terms and language to describe the past accurately.
- **People and Periods:** Exploring the lives of diverse people and key events across various time periods to understand how societies have evolved.
- **Curiosity and Interpretation:** Inspiring a desire to learn more about the past and exploring why different people might interpret historical events in different ways.
- **Critical Thinking:** Equipping pupils to ask perceptive questions, analyse evidence, and weigh up different arguments to form their own perspective.
- **Complex Societies:** Understanding the complexity of human lives, the process of change over time, and the diversity of different social groups and identities.
- **Enquiry-Based Learning:** Encouraging pupils to become critical thinkers by using an investigation-based approach to history.
- **Using Evidence:** Developing a respect for historical evidence and the skill to use it effectively to support explanations and judgements.

Geography:

- **A Sense of Place:** Helping pupils understand where they are in the world and their personal connection to their local area and beyond.
- **Lifelong Curiosity:** Inspiring a lasting fascination with the world's diverse landscapes and the people who inhabit them.
- **Landscapes and Environments:** Developing an understanding of how different environments are formed and how they are used by people today.
- **Global Knowledge:** Learning about diverse places, resources, and both natural and human-made environments, focusing on where places are and what they are like.
- **Interconnected Worlds:** Deepening the understanding of how physical processes (like weather and rivers) and human activities interact and depend on one another.
- **Understanding Change:** Providing the skills to explain how Earth's features - from local landmarks to global continents - are shaped and change over time.
- **Vocabulary and Knowledge:** Building a strong foundation of geographical facts and a wide range of specialist terms.
- **Evidence and Conclusions:** Developing the ability to look at geographical information, reach clear conclusions, and explain findings through reasoned arguments.
- **Fieldwork and Techniques:** Gaining practical experience through fieldwork and learning to use geographical tools and techniques with confidence.

Music:



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- **Inspiring Musicians:** Engaging pupils to develop a lifelong love of music and discover their own talents, helping to build self-confidence, creativity, and a sense of achievement.
- **Critical Listening:** Developing the ability to listen to music with a discerning ear, allowing pupils to examine and appreciate various works to the best of their ability.
- **Creative Composition:** Building a wide repertoire of musical styles to create original, imaginative, and fluent performances and compositions.
- **Musical Understanding:** Strengthening the ability to "think" musically by developing high levels of listening skills and a deep internal knowledge of how music works.
- **Traditions and Genres:** Gaining an appreciation for a wide range of musical traditions and styles from around the world.
- **History and Culture:** Understanding the origins of music - including the historical and social contexts that create such a diverse range of sounds.
- **Terminology and Expression:** Learning to use musical terms accurately to give clear written and verbal explanations of pieces of music.
- **Passion and Participation:** Encouraging a strong commitment to a diverse range of musical activities, both in and out of the classroom.

Physical Education:

- **Inspiration and Success:** Motivating all pupils to succeed and excel in competitive sports and other physically demanding activities.
- **Health and Fitness:** Providing the foundation for pupils to become physically confident in a way that supports their long-term health and wellbeing.
- **Character and Values:** Using sport and physical activity to build character and instil essential values such as fairness and respect.
- **Enjoyment of Activity:** Promoting a genuine sense of fun and enjoyment in being physically active.
- **Teamwork and Roles:** Developing an understanding of different roles within a team and how to contribute effectively.
- **Social Sportsmanship:** Building the social skills needed for team situations, including taking turns, cooperating, sharing, following rules, and taking the lead.
- **Motor Skill Development:** Enhancing both gross and fine motor skills to improve coordination and physical control.
- **Movement and Agility:** Developing an awareness of the body and the ability to move in a wide variety of ways.
- **Shared Experiences:** Learning how to play alongside others, fostering positive social interactions and a comfort with working in close proximity to peers.
- **Using Equipment:** Gaining hands-on experience with a range of sporting equipment through touching, lifting, feeling, and rolling.
- **Spatial Awareness:** Developing a better sense of space, both when moving around the school and during activities in the hall.

Religious Education

- **Skills for Life:** Equipping young people with essential skills for adult life and lifelong learning through the study of beliefs and values.
- **Religions and Worldviews:** Developing a clear understanding of various religions and worldviews in line with the regional 'Beliefs and Belongings' syllabus, exploring both what they have in common and how they differ.
- **Sensitivity and Respect:** Learning how to respond thoughtfully and with sensitivity to the questions and challenges that arise from different views and cultures.
- **Community and Identity:** Gaining a deeper understanding of the unique identity and diversity within the local community.



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- **Active Citizenship:** Preparing to live and work as active, purposeful citizens in Leeds alongside people of all beliefs and cultures.
- **Reflective Thinking:** Encouraging reflection on profound questions, such as the meaning and purpose of life.

Design Technology:

- **Solving Real-World Problems:** Using creativity and imagination to design and make products that address relevant challenges, while considering the needs and values of others.
- **Tool and Material Mastery:** Developing a thorough knowledge of which tools, equipment, and materials are best suited for making specific products.
- **Creative Innovation:** Encouraging originality and a willingness to take creative risks to produce fresh ideas and prototypes.
- **Independent Learning:** Cultivating a positive attitude toward learning and the ability to work independently.
- **Collaborative Skills:** Developing the ability to work constructively and productively alongside others.
- **User Research:** Building the initiative to carry out research and ask the right questions to gain a detailed understanding of what a user truly needs.
- **Ethical Craftsmanship:** Learning to act as responsible designers by working ethically, using materials sustainably, and practicing safety.
- **Applied Mathematics:** Using mathematical knowledge and skills to solve practical design and manufacturing problems.
- **Risk Management:** Developing the ability to manage risks effectively to ensure products are manufactured safely and hygienically.
- **Technological Awareness:** Fostering a passion for the subject and staying informed about the latest innovations in materials, products, and systems.

Art and Design:

- **Inspiration and Challenge:** Engaging and inspiring pupils to push their creative boundaries through art, craft, and design.
- **Knowledge and Skills:** Providing the tools and techniques needed to experiment, invent, and create unique pieces of work.
- **Critical Thinking:** Developing a deeper, more rigorous understanding of art and design through thoughtful analysis.
- **Cultural Context:** Exploring how art and design reflect and shape history, while contributing to the culture and creativity of the nation.
- **Visual Language:** Using elements like line, shape, pattern, and colour skilfully to express emotions, interpret observations, and showcase individuality.
- **Tactile Communication:** Building the ability to communicate fluently through both visual and physical forms.
- **Adventurous Drawing:** Developing the confidence to draw from observation, memory, and imagination in bold and creative ways.
- **Independence and Originality:** Cultivating initiative and original thinking to drive personal creativity.
- **Inventive Use of Materials:** Learning to select and use various materials and processes skilfully, while learning to take advantage of unexpected results.
- **Evaluation and Reflection:** Developing the ability to reflect on, analyse, and critically evaluate both personal work and the work of other artists.



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Personal, Social, Health and Economic Education (including Citizenship):

- **Active Participation:** Equipping pupils with the knowledge, skills, and understanding needed to play a full and active role in society.
- **Democratic Awareness:** Fostering an understanding of democracy, government, and the processes through which laws are made and upheld.
- **Critical Thinking:** Developing the skills to explore political and social issues with a critical and informed mind.
- **Debate and Evidence:** Building the ability to weigh evidence, engage in debate, and form well-reasoned arguments.
- **Responsible Citizenship:** Preparing pupils to take their place in the world as responsible and engaged citizens.
- **Financial Literacy:** Developing the practical skills to manage money effectively and make sound financial decisions.
- **Resilience and Determination:** Encouraging a willingness to try new things, a desire to work hard, and the persistence to not give up.
- **Engagement and Focus:** Developing the ability to concentrate, pay attention, and seek constant self-improvement.
- **Self-Challenge and Imagination:** Inspiring pupils to challenge themselves and use their imagination to solve problems and grow.
- **Empathy and Understanding:** Promoting a genuine effort to understand others and build positive relationships within the community.

Relationships and Sex Education (RSE):

The RSE curriculum is based on national guidance and schemes of work published by the PSHE Association, ensuring full compliance with the latest statutory requirements.

- **Attitudes and Values:** Developing an understanding of individual conscience and moral considerations, alongside the importance of stable, loving relationships and family life for the nurture of children.
- **Respect and Care:** Building a foundation of respect, love, and care for others while exploring how to navigate moral dilemmas.
- **Decision-Making:** Developing critical thinking skills to help make informed and responsible life choices.
- **Emotional Management:** Learning to manage emotions and relationships with confidence and sensitivity.
- **Empathy and Inclusion:** Cultivating self-respect and empathy, ensuring choices are made based on an understanding of difference and the absence of prejudice.
- **Accountability and Conflict:** Developing an appreciation for the consequences of choices and learning effective ways to manage conflict.
- **Safety and Protection:** Learning how to recognise and avoid exploitation and abuse.
- **Physical Development:** Understanding the stages of physical development at age-appropriate intervals.
- **Health and Relationships:** Building knowledge regarding human sexuality, reproduction, sexual health, and the emotional aspects of relationships.
- **Support and Advice:** Learning about contraception and how to access local and national sexual health advice and support services.
- **Personal Well-being:** Understanding the benefits of delaying sexual activity and how to avoid unplanned pregnancy.

Computing:

- **Computational Thinking:** Using logic and creativity to solve problems and gain a deeper understanding of how the world works.



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- **Cross-Curricular Links:** Exploring the strong connections between computing, mathematics, science, and design and technology to gain insights into both natural and artificial systems.
- **Digital Systems and Programming:** Understanding the principles of how information is processed and how digital systems work, then putting this knowledge into practice through programming.
- **Digital Literacy:** Developing the skills to use, express ideas, and communicate effectively through information and communication technology.
- **Global Connectivity:** Demonstrating how computers are used to connect with others through various platforms, such as email and social media.
- **Versatile Communication:** Using the internet and digital tools to reach and communicate with a wide range of audiences.
- **Research and Data:** Building the ability to use various programs - such as web browsers and spreadsheets - to research, collect, and organise data effectively.

Foreign Languages:

- **Global Citizenship:** Communicating more effectively with others while developing a deeper understanding of the world.
- **Mastering the Basics:** Building a foundation in French/Spanish/German through pronunciation, phonics, and grammar.
- **Speaking Confidence:** Developing the ability to speak with clear intonation and accurate pronunciation.
- **Reading and Writing:** Building fluency in both reading and writing the language.
- **Cultural Awareness:** Creating a strong understanding of the cultures and traditions of countries where Spanish is spoken.
- **Creative Expression:** Progressing toward using the language creatively and spontaneously.
- **Language Manipulation:** Learning how to adapt and use language structures to express original ideas.
- **Conversational Practice:** Revisiting and reinforcing everyday conversational language through a variety of topics.

Organisation of Learning

The Reaching High curriculum is delivered using a four-stage approach;



Engage:

The 'Engage' stage is the first step in our curriculum cycle, designed to spark interest and set the scene for the term ahead.

- **Memorable Experiences:** Every new topic begins with a high-impact experience during the first two weeks of the term, specifically designed to provoke curiosity and excitement.
- **The 'Hook':** Each theme starts with a distinct motivator. This might include a mysterious letter, a surprise visitor, a news flash, a video, or a specially created "experience area" within the school.
- **Multi-Sensory Learning:** Learning is brought to life through multi-sensory days and visits beyond the school gates, ensuring every child can connect with the subject matter.
- **Pupil Inquiry:** This stage provides the space for pupils to explore their own interests within the topic and begin asking the big questions that will guide their journey.
- **A Starting Point for Success:** By providing a shared, vivid experience at the start, we ensure all pupils have a common foundation to build upon regardless of their prior knowledge.

Develop:

The 'Develop' stage focuses on deepening knowledge and building core skills through a structured and meaningful sequence of learning.

- **Engaging Lesson Sequences:** Pupils move through a carefully planned series of experiences that build upon their initial curiosity to create a deeper understanding of the theme.
- **Targeted Outcomes:** Learning is guided by tightly focused outcomes, ensuring that every lesson has a clear purpose and direction.
- **Personalised Achievement:** The curriculum is designed to be inclusive, ensuring that each pupil can progress and achieve at a level that is challenging yet accessible for them.
- **Skill Acquisition:** This stage provides the time and space for pupils to master the essential skills and knowledge required to become experts in the topic.

Innovate:

The 'Innovate' stage takes place during the penultimate week of each term, encouraging pupils to move from guided learning to creative application.

- **Pupil-Led Projects:** Pupils take the lead by applying the knowledge they gained during the 'Develop' stage to meaningful, creative projects related to the current topic.
- **Innovate Boards:** Class leaders provide 'innovate boards' featuring a variety of challenges. These boards act as a roadmap for pupils to consolidate their learning and test their skills.
- **Creative Problem Solving:** High-quality resources and a range of media are provided, allowing pupils to create, make, and experiment as they respond to their chosen challenges.
- **Cross-Curricular Links:** This stage is most effective when it weaves different subjects together, allowing pupils to see how their knowledge connects across the whole curriculum.
- **Guided Independence:** While the work is pupil-led, teachers provide discrete modelling and support throughout the process to ensure every child can succeed.



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Express:

The 'Express' stage is the final week of each term, acting as the culmination of the theme where learning, skills, and knowledge are brought together and showcased.

- **Showcasing Success:** Pupils are given the opportunity to share their hard work in various ways with a wide audience, including staff, peers, and parents.
- **Celebration and Reflection:** This stage is a time to celebrate achievements and reflect on what has been learned, while considering how these new skills link to future aspirations.
- **Mastery and Fluency:** Through frequent opportunities for retrieval and practice, pupils consolidate their learning, leading to incremental improvements in fluency and mastery.
- **Expert Instruction:** Teachers use a variety of methods - including clear explanation, modelling, and scaffolding - to ensure that learning is reinforced through as much first-hand experience as possible.
- **Making it Permanent:** By presenting and explaining their work to others, pupils strengthen their understanding and take pride in their educational journey.

Collaboration and Shared Ethos

- **Unified Themes:** All school sites follow the same educational themes, ensuring a consistent and high-quality experience for every pupil across the organization.
- **Cross-Site Collaboration:** Staff and pupils engage in cross-site working whenever it adds value and meaning to the curriculum, fostering a sense of community.
- **Shared Goals:** Our collaborative approach creates a unified ethos, where shared goals and collective expertise drive the success of all learners.
- **Collective Expertise:** By working together, our schools pool resources and knowledge to enhance the learning journey for every child.

While the Reaching High pathway has a distinct rationale and planning model, it is not isolated, but forms a continuum of provision with clear points of transition and shared principles that allow pupils to move between pathways when appropriate. This ensures that the learning opportunities remain responsive, ambitious and personalised.

Success Indicators

The impact of the curriculum is measured through a range of qualitative and quantitative success indicators, ensuring that every pupil makes meaningful progress relative to their individual starting points. These include:

- **Enthusiasm for Learning:** Pupils are visibly enthused and inspired by the richness and variety of their learning experiences.
- **Growing Confidence:** Pupils demonstrate increased self-confidence, showing a greater willingness to explore subjects in depth and share their findings with others.
- **Knowledge and Connectivity:** Progress is shown through increasingly detailed knowledge across the curriculum and the ability to make meaningful links between different subjects.
- **Skill Acquisition:** Pupils demonstrate a growing repertoire of subject-specific skills, showing clear advancement over time.
- **Formal Assessment:** Progress is clearly evidenced and tracked through the Connecting Steps 'Progression Steps' assessment framework.
- **Targeted Growth:** Progress is visible through individualised targets that arise directly from our consistent marking and feedback processes.
- **Accreditation Pathways:** Where appropriate, Key Stage 4 pupils demonstrate measurable progress toward achieving English and Mathematics Functional Skills qualifications.



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