



 **SOUTH WIRRAL HIGH SCHOOL**  
A Visual & Performing Arts, Maths & Computing College

*An Education That Offers More*

# OUR CURRICULUM VISION

**WE WANT OUR YOUNG  
PEOPLE TO BE...**

**SUCCESSFUL LEARNERS**

**CONFIDENT, INSPIRED INDIVIDUALS**

**ASPIRING, RESPONSIBLE CITIZENS**

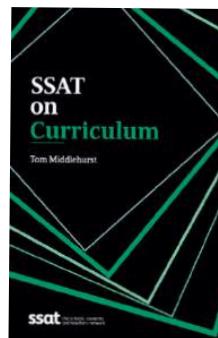
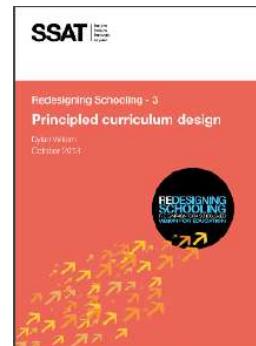


# PUTTING PRINCIPLES INTO PRACTICE

At South Wirral High School we want our students to be successful learners, confident inspired individuals and aspiring responsible citizens. This is why every faculty has developed its own aims around these three key principles. In this way every student at South Wirral High is provided with a consistent and precise message about what they can expect from us and of course what we can expect from them.

To achieve these aims we have designed a curriculum which encompasses Dylan William's seven key ideas of what a good curriculum should be, and so our curriculum is:-

- Balanced
- Rigorous
- Coherent
- Vertically integrated
- Appropriate
- Focused
- Relevant



Our curriculum maps are designed around big questions, these are the composites of our curriculum, the key knowledge- the components are made explicit in schemes of work. In order to develop successful learners we need to ensure that our curriculum allows the knowledge to build from its foundations at Key Stage two and progress through Key Stages three and four. Always building new knowledge on previous knowledge so reducing the demand on the short term memory and avoiding cognitive overload. Our curriculum maps displayed in school, allow teachers to make authentic links both within their own faculty and across subjects allowing student to see how the knowledge in the curriculum fits together, again reducing cognitive load.

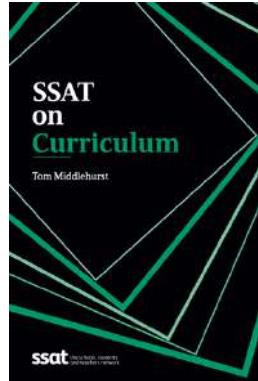




The curriculum is very much lived and not laminated and so adjustments and improvements are constantly being made so that the experience of a student ensures the key knowledge is put in place timely and in orderly fashion so that that knowledge can be built up effectively, getting students next stage ready.

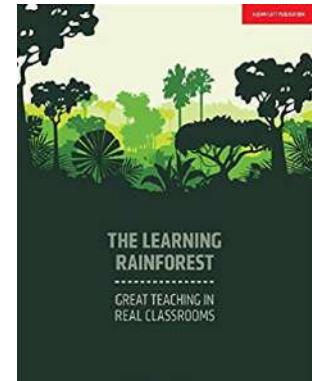
There are certain non-negotiable when it comes to the intent of our curriculum including, schemes of work having a common format and components being engaging and challenging. Challenge is a key feature, because when the students have to think hard it improves the construction of schema. So when students are in the ‘learning pit’ and given limited guidance, they are forced to think hard and this improves the transfer of information to the long term memory (Daniel Willingham, Why don’t students like school 2009). Robert Bjork also argues that things that make learning easy do not always lead to long term learning and so whilst teachers will scaffold work when appropriate you will see that scaffolding being removed and students will be faced with challenges in lessons, and as research suggests this is more effective at building long term knowledge.

The curriculum at South Wirral High makes the key subject specific vocabulary explicit. The vocabulary gap is very real with children reading less than ever before, with just 53% of children saying they enjoy reading (Alex Quigley, February 2020). At South Wirral High we have above average numbers of disadvantaged students for whom the reading and vocabulary gap is the deepest, starting as early as two years of age this word gap only widens. Coupled with the unusual nature of our catchment being a non-selective school in a selective catchment, our students often arrive already feeling less confident about their learning as they’ve either failed or not been entered for the 11+. It is because of this we have designed a curriculum with literacy at its heart. To bridge the gap, as well as literacy and reading programmes running for targeted students, it is our whole school approach to literacy which ensures literacy opportunities are never missed. This may include challenging reading, oracy and the use of a wide variety of tier two and three words whose etymology is regularly discussed.



Teachers are empowered to implement the curriculum through regular subject specific development opportunities and whole school CPD keeping staff up to date with current pedagogy. It's people like Mary Myatt, Daniel Willingham, Tom Sherrington, Dylan Williams and Alex Quigley who have inspired the design of our curriculum, it the teachers on the ground who make it come to life. Regular published plans of subject time illustrate how subject specific CPD is being built into medium and long term planning. From specialist exam providers visiting school and teachers taking part in webinars, to building relationships with other local schools sharing good practice. As well as this we use in-house training from lead practitioners to develop various teaching techniques. Teams are building on their strengths in a collegiate manner. All subjects are members of a professional associations and complement their CPD using resources and ideas from experts in their field. Whole school professional development provides teachers with the pedagogical knowledge to understand why our curriculum is designed as it is as well as the opportunities to work together to develop their own subject specific plans. The community feel of the school and sense of belonging our students experience is as a result of the curriculum vision for aspiring responsible citizens. The message woven through the curriculum is our LORIC pledges, where students develop skills such as Leadership, Organisation, Resilience, Initiative and Character. You will find areas of the curriculum such as life studies, ethics and philosophy, assemblies, tutor time and extra-curricular activities where our students experience many opportunities to develop these skills and become responsible citizens, gaining knowledge about healthy choices and British values, and skills such as communication and presentation. The careers components of life studies lessons focuses the minds of our students on their long term goals, aspiring to higher education and quality destinations. The key transition points in year nine going in to ten and year eleven going into twelve finds our students empowered to make curriculum decisions which reflect these aspirations.

- H. Latham 05/03/2020



# WHAT ARE THE CORE ELEMENTS OF THE SOUTH WIRRAL WAY?

## RETRIEVAL EXERCISE

I DO	WE DO	YOU DO
<ul style="list-style-type: none"><li>• Teacher subject knowledge:<ul style="list-style-type: none"><li>- understand pre requisite knowledge</li><li>- how topic builds</li><li>- present key information with clarity</li><li>- differentiated challenge</li></ul></li><li>• Use Tiered Vocab</li><li>• Explain Etymology of words</li><li>• Explicit links exposed</li></ul>	<ul style="list-style-type: none"><li>• Model excellence</li><li>• Diagnostic questioning</li><li>• Feedback</li><li>• Identify gaps</li><li>• Intervention</li><li>• Students to only be doing one thing at a time</li></ul>	<ul style="list-style-type: none"><li>• Activities that challenge</li><li>• ‘The pit’</li></ul>

## WHAT HAS BEEN LEARNT?

# WHY DO WE FOLLOW THE SOUTH WIRRAL WAY?

## RETRIEVAL EXERCISE

Routine practise recall activities strengthen long term memory building

I DO	WE DO	YOU DO
<p>Learning need to be broken down into manageable steps so students are not cognitively overloaded with too much information at once</p> <p>Increase literacy levels</p> <p>Links are explicitly made so students see the relevance of the work (story telling)</p>	<p>Students need to know what success looks like</p> <p>Knowledge is shared and attended to: “students remember....what they think about”</p> <p>Students progress when they are ready, misconceptions are dealt with</p> <p>Students attention is not split between activities</p>	<p>Activities must challenge so that students have to think: ‘Memory is the residue of thought’</p> <p>‘The pit’ students should not be overloaded and should have the required tools in place to get themselves out of the pit</p>

## WHAT HAS BEEN LEARNT?

Review/assess learning, develops confidence in learners

# CURRICULUM MAP

## COHERENT, VERTICALLY INTEGRATED

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Content	How do you build an animal? Animal cell structure Microscopes (1 <sup>st</sup> visit units of magnitude) Cell development	How do you build an animal? Diffusion Circulatory system	How do you build an animal? Human digestive system	How do you build an animal? Investigating enzymes	How do you build an animal? Aerobic respiration (C: Balancing equations 9Aut2) Anaerobic respiration Metabolism	Is there anything living out there? Abiotic/biotic factors Adaptation Food chains
Year 9 Assessment	Data Task: Microscopy	Literacy Task: Adaptations of Alveoli AP: EXAM	Literacy Task: Enzymes	Data Task: Enzyme investigations	Data Task: Exercise	Literacy Task: Investigating distributions
Year 10 Content	How do you build a plant? Plant cells Microscopy Plant Transport	How do you build a plant? Photosynthesis (C: Balancing equations 9Aut2) Limiting factors	What can make us ill? Bacterial cells Communicable disease (pathogens) Human defence Vaccinations Antibiotics Drug Development	How does your body talk to itself? Nervous system Endocrine system	Paper 1 Revision  How does the body talk to itself? Endocrine system: Reproduction and fertility	What has made me, me? Meiosis Asexual reproduction
Year 10 Assessment	Data Task: Microscopy Literacy Task: Plant transport	Literacy Task: Photosynthesis Literacy Task: Heart disease AP: EXAM	Data Task: Disease Literacy Task:	Data Task: Literacy Task:	Data Task: reproduction Literacy Task:	Data Task: End of Year Assessment
Year 11 Content	What has made me, me? Inheritance DNA (C: DNA – polymers SEPS) Genetic engineering Variation Selective breeding	What has made me, me? Evolution Extinction Classification	Is there anything living out there part2 Communities (C: Climate change 10Sum2) Cycles Biodiversity Pollution Paper 1 revision	Paper 2 revision	Revision of RPAs	
Year 11 Assessment	Data Task: inheritance Literacy Task: GM/selective breeding	Literacy Task: Evolution AP: Paper 1 PPE	Data Task: Literacy Task:	Task: AP: Paper 2 PPE		Final Examinations





# KEY STAGE 3 CURRICULUM: BROAD & BALANCED

'OUR PLANET'

**YEAR 7**

- Geography - Coasts and Rocks
- Science – Ecosystems
- RE - Where did the universe come from

**YEAR 8**

- Science - Earth and Atmosphere
- Geography - Weather, cities, ecosystems
- Languages - Towns and Regions
- Dance- Urban Culture

**YEAR 9**

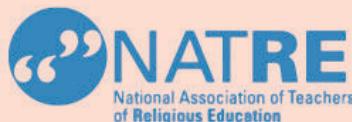
- Food Tech - environmental sustainability
- RE - War and peace
- Art- Urban Art
- Science - Environment



# TEACHERS SUBJECT KNOWLEDGE SUBJECT ASSOCIATIONS

TEACHING STAFF AT SOUTH WIRRAL ARE MEMBERS OF A WIDE RANGE OF PROFESSIONAL ASSOCIATIONS, INCLUDING:

## HUMANITIES & MFL



## PERFORMANCE



## SCIENCE



## ENGLISH



## MATHS



National Centre  
for Excellence in the  
Teaching of Mathematics

## TECHNOLOGY



Computing at School



# FRAMEWORK FOR TYPICALLY EXCELLENT TEACHING - IMPLEMENTATION

- Effective routines
  - Curriculum entitlement
  - Teacher's subject knowledge
  - Explanation
  - Modelling
  - Questioning
  - Challenge
  - Autonomy & positive attitudes
  - Student knowledge
  - Feedback

What are pupils required to do to/with information?

**magenta**  
the magenta principles  
[mikehughes-ets.co.uk](http://mikehughes-ets.co.uk)

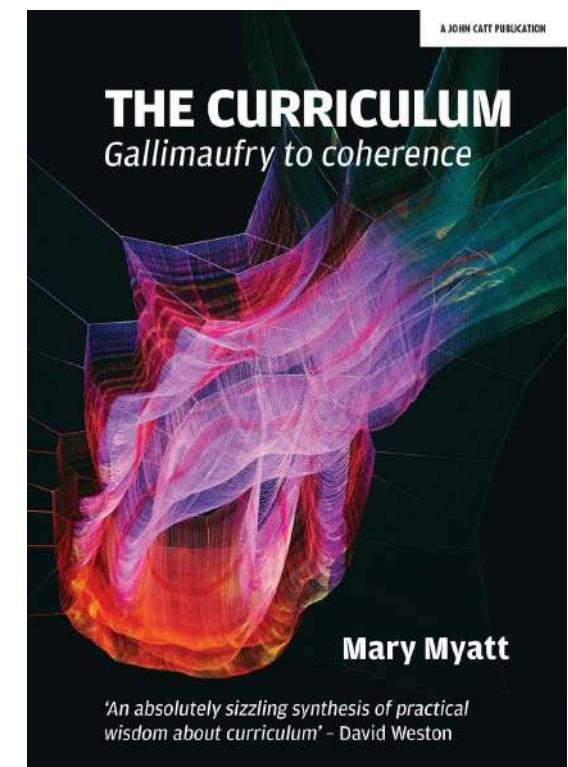
# The Magenta Principles™

replace • sequence • classify  
arrange • reduce • compare • add  
change • connect • assemble



Mary Myatt's principles are reflected by those introduced to the school by Mike Hughes back in 2017:

- Resources should be useful and beautiful
  - Prioritise learning over the task
  - Increase the challenge
    - aim for mastery



# ANALYSING AND EVALUATING OUR IMPACT

## QUALITY ASSURANCE

Month	QA activity
September	Exam review and analysis Year 7 Standards review SEN register review
October	Book Look 1 Tutor Time review
November	Website compliance check PPE examinations and moderation Learning Walk 1
December	Curriculum Deep Dive review
January	Book Look 2
February	Learning Walk 2
March	Home Learning review
April	Faculty risk assessment and action plan update Website compliance check
May	Book Look 3
June	Year 7-10 exams and moderation
July	Appraisal cycle concludes

In addition to the published schedule, the impact faculties have on student outcomes are quality assured through a Deep Dive Process which entails an interview with senior leaders, additional book looks, learning walks and student voice activities.

The process is concluded with detailed verbal and written feedback.





## Contact Details

South Wirral High School  
Plymyard Avenue  
Eastham  
Wirral  
CH62 8EH

Tel: 0151 327 3213  
Fax: 0151 327 7798



/SouthWirralHS



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