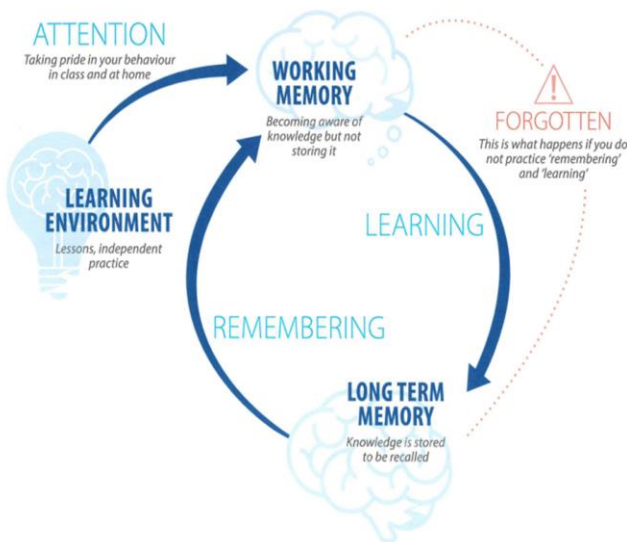
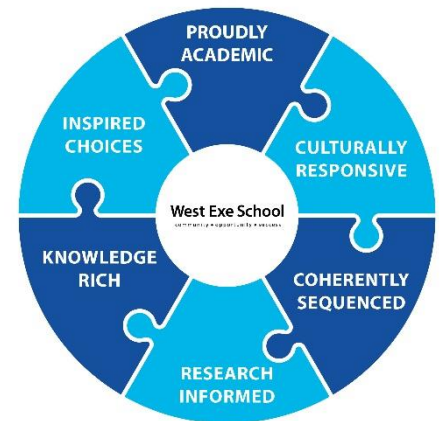


The principles that underpin the West Exe curriculum

Proudly Academic: Our curriculum is academic, rigorous and challenging: tier two vocabulary and complex concepts are taught from year seven. We provide students with a breadth of contextual knowledge that well exceeds the requirements of the national curriculum and GCSE Specifications. Indeed, we endeavour not only to teach knowledge and skills to obtain optimum GCSE outcomes but also to develop a love and passion for subjects and learning, developing life-long *curious* learners in the process.



Research Informed: Our learning model and sequenced learning are underpinned by the cognitive science work of Daniel T. Willingham. Led by research, we embed the teaching of proven study skills and opportunities for critical thinking and analysis across all areas of the curriculum. Designed with long-term memory in mind, our curriculum ensures that student's knowledge, skills and understanding are cemented by frequent and systematic revisiting.

Coherently Sequenced: At the core of our ambitious learning culture, is a knowledge-rich curriculum that is cohesive, cumulative and highly sequenced. Our curriculum is based on the understanding that students arrive with significant prior knowledge, a foundation that we build upon from day one. By planning with the end in mind, we consider our students' career pathways and aspirations, as well as the context of our local community when making the painstaking text selections for the Canon, when debating the merits of particular case studies in Geography and when deciding upon the new digital pathway for our computer scientists of the future.

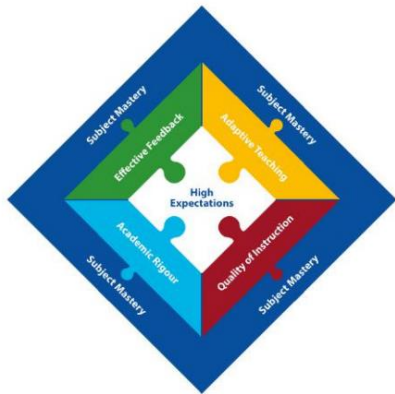
Potential Future careers in Art
Freelance artist, Fashion designer, Illustrator, Digital design, Visual effects, Graphic designer, merchandiser.

Art Cycles:
 CYCLE 1: Literally Not Assigned. Selecting from cover ready to be used...
 CYCLE 2: Medium Experiments. Trying and testing materials...
 CYCLE 3: Discarded Portraits. Learning to draw techniques...
 CYCLE 4: The Art Food. Researching and drawing about the food...
 CYCLE 5: World Patterns. Drawing patterns from around the world...
 CYCLE 6: Time. Drawing time through different mediums...
 CYCLE 7: Nature. Drawing nature through different mediums...
 CYCLE 8: Nature. Drawing nature through different mediums...
 CYCLE 9: Nature. Drawing nature through different mediums...
 CYCLE 10: Nature. Drawing nature through different mediums...
 CYCLE 11: Nature. Drawing nature through different mediums...

Mathematics Cycles:
 CYCLE 1: Substantial project. Investigating...
 CYCLE 2: Photo/Graphic. Understanding the use of...
 CYCLE 3: Photo/Graphic. Understanding the use of...
 CYCLE 4: Photo/Graphic. Understanding the use of...
 CYCLE 5: Photo/Graphic. Understanding the use of...
 CYCLE 6: Photo/Graphic. Understanding the use of...
 CYCLE 7: Photo/Graphic. Understanding the use of...
 CYCLE 8: Photo/Graphic. Understanding the use of...
 CYCLE 9: Photo/Graphic. Understanding the use of...
 CYCLE 10: Photo/Graphic. Understanding the use of...
 CYCLE 11: Photo/Graphic. Understanding the use of...

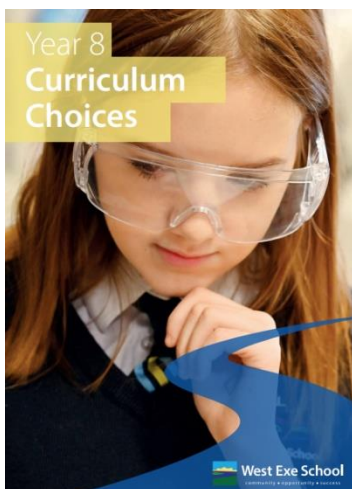
English Cycles:
 CYCLE 1: Text. Investigating the use of...
 CYCLE 2: Text. Investigating the use of...
 CYCLE 3: Text. Investigating the use of...
 CYCLE 4: Text. Investigating the use of...
 CYCLE 5: Text. Investigating the use of...
 CYCLE 6: Text. Investigating the use of...
 CYCLE 7: Text. Investigating the use of...
 CYCLE 8: Text. Investigating the use of...
 CYCLE 9: Text. Investigating the use of...
 CYCLE 10: Text. Investigating the use of...
 CYCLE 11: Text. Investigating the use of...

Enrichment Opportunities
 DMC - DMC1921 Maths Competition
 DMC2 - DMC2021 Maths Competition
 DMC3 - DMC3021 Maths Competition
 DMC4 - DMC4021 Maths Competition
 DMC5 - DMC5021 Maths Competition
 DMC6 - DMC6021 Maths Competition
 DMC7 - DMC7021 Maths Competition
 DMC8 - DMC8021 Maths Competition
 DMC9 - DMC9021 Maths Competition
 DMC10 - DMC10021 Maths Competition
 DMC11 - DMC11021 Maths Competition



Effective Assessment: At West Exe, we believe that Assessment is an intrinsic part of successful curriculum planning and effective teaching and learning. We are committed to using frequent, efficient assessment both to empower students to become highly effective independent and **resilient** learners and to reduce teacher workload. We use data and assessment systematically to inform planning to ensure rapid and sustained progress for every student. Through regular retrieval practice, spaced learning and interleaving, we embed knowledge into the long-term memory.

Rich in knowledge: At West Exe, we believe that acquiring knowledge does not just help students gain optimum GCSE outcomes, it also develops both cultural capital and cultural literacy, preparing our students for life well beyond our borders. The depth and breadth of knowledge develops memory retention for the greater amount of knowledge store in our long-term memory; the more we learn and store, the more we are able to learn and store.



Inspired Choices: We believe that our students have the unalienable right to a five-year learning journey which is not just about an end-point of GCSEs but a time of discovery and of awakening a passion for subjects. With this in mind, we provide a curriculum which is rich and varied, allowing them to specialise in their foundation subjects, fostering that passion early, whilst providing additional time for Geography and History, subjects pivotal to learning about our place in the world around us.

Culturally responsive: Through the delivery of strategies like The West Exe Literary Canon and The West Exe Baccalaureate, we promote our community beliefs of **compassion, courage** and **citizenship**. We are able to create an interconnectivity between the academic and pastoral curriculum because we are all teachers of reading, of SEND and of life skills. Our 'Student attributes' programme runs through every area of the school and through this, our students know what success looks like.



Community

Opportunity

Success