Willowfield Academy
Curriculum Overview

2026-2027



Willowfield ACADEMY

Raleigh EDUCATION TRUST

Welcome to Willowfield Academy

Welcome to Willowfield Academy's Curriculum Overview.
Hopefully it will give you an insight into the bespoke curriculum offer at Willowfield Academy.

At Willowfield Academy we strive to deliver a high-quality curriculum which is based on the needs of our pupils, focusing on maximising each child's academic potential whilst developing their social and emotional skills in a safe, nurturing environment.

Principal *Head of School* *Head of School*



Contents

Curriculum Context	1
Curriculum Intent	2
Curriculum Intent: Assessment Pathways	3
Curriculum Intent: Pathways Beyond Willowfield	4
Curriculum Intent: Personal Development & Careers	5
Curriculum Implementation: Curriculum Offer	6
Curriculum Implementation: Long Term Plans	7
Curriculum Implementation: Teaching & Learning Principles	8
Curriculum Implementation: Feedback	9
Curriculum Impact: Academic & Holistic Assessment	10





Curriculum Context

Willowfield Academy is a Special School sponsored by the Raleigh Education Trust. We provide education to pupils with Social, Emotional and Mental Health (SEMH) needs. Many of our pupils also have additional needs that overlap with the other three broad areas of SEND: communication and interaction, cognition and learning, and sensory and/or physical needs.

Most pupils join Willowfield following the completion of an Education, Health and Care Plan (EHCP). A small number of pupils join while undergoing assessment for an EHCP, where an agreement has been reached that Willowfield is a suitable placement to meet their needs.

Willowfield is commissioned by the Nottingham City Council for up to 200 pupils aged 5 to 16. We currently operate 15 tutor groups across two sites (North and West), with pupils grouped based on a combination of academic starting points, social and emotional needs, and age. The average class size is 9, with an average adult-to-pupil ratio of 1:4.5. This structure secures our highly personalised approach. A small number of pupils access a dual-role model through accessing education at Willowfield Academy and Alternative Provision.

Willowfield Academy is situated within Nottingham City, Nottingham currently ranks 11th out of 317 LA for the proportion of pupils living in income deprived households. This contextual challenge deepens our commitment to equity and access for all.

In 2022, Ofsted reported:
“*Many pupils at Westbury have had a rocky start to their lives in education. At their previous schools, they have often missed significant parts of their education. However, the vast majority say that they now enjoy school. They say that they are happy here and feel safe.*”

At Willowfield Academy our motto is **“No child left behind.”** Set against the complexity of our cohort, we are proud to have maintained a zero permanent exclusion record over the past three academic years.

At Willowfield, we deliver a high-quality, sequenced curriculum which meets the needs of our pupils. Our curriculum focuses on maximising each child’s academic potential, whilst developing their social and emotional knowledge, skills, and understanding.





Independence & Preparation for Adulthood

Curriculum Intent

At Willowfield Academy, our curriculum intent is to **Prepare every child for Adulthood** by developing the knowledge, skills and understanding needed to live with **Independence** and purpose.

We recognise that many of our pupils have experienced disrupted learning. Therefore, we provide pupils with a curriculum that reconnects them with success.

Through a combination of academic achievement, personal development, and real-life learning experiences, we support pupils to become:

- **Ready** to learn, contribute and take on future challenges
- **Respectful** of others, and able to communicate effectively in different settings
- **Responsible** for their learning, actions, and future

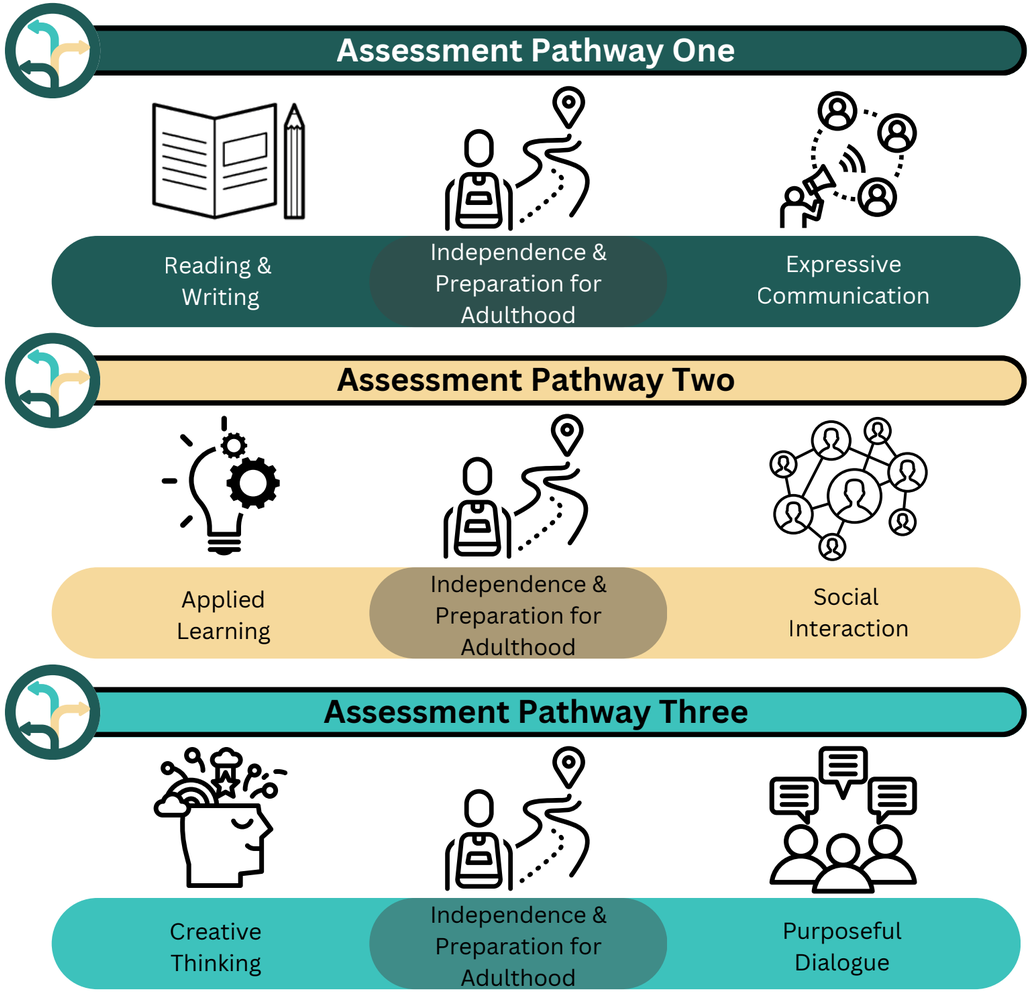
These 'Three Rs' (golden rules) are embedded as our golden rules and underpin everything we do.

Our curriculum is shaped by the Trust-wide values; building **Confidence,** providing **Challenge,** and promoting **Curiosity, Character** and **Creativity.**

We prioritise the development of creative and critical thinking, collaboration, self-awareness, and technological literacy- knowledge, skills and understanding that are increasingly valued by employers and essential in an ever-evolving society (WEF, 2025).

We recognise the importance of access to experiences and opportunities that pupils may otherwise miss. Learning is contextualised to pupils' local communities and the wider world, building cultural capital, confidence, and **Independence** needed for life beyond school.

Curriculum Intent: Assessment Pathways



At Willowfield Academy, our three Assessment Pathways provide a structured but flexible framework that aligns curriculum, support, and progression to pupil need. Pupils are not fixed within a pathway and may move between them over time based on a best-fit approach.

Each pathway has the shared intent of **Independence** and **Preparation for Adulthood**, reflecting our commitment to equipping every pupil for life beyond Willowfield, including further education, employment, and independent living.

The intent of each Assessment Pathway has been shaped by a wide range of evidence, including EHCP outcomes, assessment analysis, pupil and family voice, professional expertise, and guidance from SEND-specific documentation such as the SEND Code of Practice (2014) and relevant national frameworks.

All subject Long Term Plans clearly demonstrate how curriculum content, teaching strategies, and support are differentiated by pathway, ensuring that delivery is appropriately adapted while maintaining ambition and purpose for every pupil.

Assessment Pathways provide coherence across Willowfield, ensuring that curriculum intent and implementation is specific to pupil's individual needs.

Together, our Assessment Pathways ensure that all learners are supported to develop the knowledge, skills, and understanding needed for successful **Preparation for Adulthood**.

Curriculum Intent: Pathways Beyond Willowfield

The below provides an example of what a pupil's journey on each pathway could look like at Willowfield Academy, from point of entry to pathways beyond Willowfield. Each example illustrates a possible journey a pupil may follow across their time at Willowfield, shaped by their needs, strengths and aspirations

Assessment Pathway One





Reading & Writing | Independence & Preparation for Adulthood | Expressive Communication

Starting Point
- Joined Willowfield in KS3
- Historic Low Attendance
- Significant gaps in learning
- Oppositional behaviour with limited ability to regulate

Priorities / Curriculum Offer
- Increased Attendance
- Functional Skills in Maths and English
- Dual-Role Model: Sport AP aligned to developing teamwork and independence

Potential Post-16 Pathway
- Attends Draper Norton Football Academy
- Increased independence in the community

Assessment Pathway Two





Applied Learning | Independence & Preparation for Adulthood | Social Interaction

Starting Point
- Joined Willowfield in KS4
- Trauma having impact on learning
- Historic anti-social behaviour in the community

Priorities / Curriculum Offer
- Developing wider relationships
- Functional skills in Maths and English and IMI in Motor Engineering
- Targeted regulation strategies

Potential Post-16 Pathway
- Nottingham College: Motor Vehicle (Level 2)
- Strong, positive social network through local community group

Assessment Pathway Three





Creative Thinking | Independence & Preparation for Adulthood | Purposeful Dialogue

Starting Point
- Joined Willowfield in KS2
- Strong Attendance
- Can work positively in a group
- Signs of neurological disorders

Priorities / Curriculum Offer
- Intervention offer in specific subject area (Reading)
- GCSEs in English, Maths, Art and D&T, BTEC in Sport
- Attendance initiatives to maintain strong attendance

Potential Post-16 Pathway
- Confetti Institute of Creative Technologies: Media Production (Level 2)
- Joins Nottingham Contemporary 1525 Collective





Curriculum Intent: Personal Development

At Willowfield Academy, our Personal Development curriculum is built around five key domains: Careers and Employability, Wellbeing and Community, Equality and Diversity, Cultural Development, and Character and Values. These are interwoven through all aspects of school life, including subject delivery, tutor time, and wider enrichment. Pupils are supported to lead, collaborate, reflect and participate in experiences that connect learning to real life, including trips, enrichment weeks and community-based projects. Personal development opportunities are also referenced within each subject's Long Term Plan.

RSHE, online safety, media literacy and Fundamental British Values are embedded within PSHE, assemblies and the wider curriculum. Mental and physical health are prioritised through our wellbeing offer, Physical Activity curriculum, and staff expertise.

Curriculum Intent: Careers

At Willowfield, we deliver a comprehensive careers programme that actively engages pupils across all year groups. Our approach integrates weekly careers-focused tutor activities, assemblies, insights from guest speakers, dedicated drop-down days, internal work experience (for pupils in the Preparation Phase), and visits to local employers and further education providers. From Year 8 onwards, pupils access visits to Post-16 providers within the local, and wider community. In Years 10 and 11, pupils also benefit from the opportunity to undertake work experience.

Recognising the vital role of Careers Education, we ensure it is woven into the curriculum of every subject, raising the aspirations of our students by connecting their learning to real-world applications and supporting their **Independence** and **Preparation for Adulthood**. Careers learning is sequenced progressively to ensure pupils build awareness, ambition and decision-making skills over time, while maintaining breadth and purpose throughout all phases. Pupils also have the chance to participate in annual enterprise projects, such as Willowfield Goes Green and the Christmas Fair.

Guided by the Gatsby Benchmarks, our careers offer is adapted to meet the diverse needs of our pupils and is embedded through subject teaching, tutor time, and enrichment events (including through links with local employers, Futures, and the EMCCA careers hub). We quality assure our careers offer through Compass and track pupils' engagement through Compass+ and floor books.

Curriculum Implementation: Curriculum Offer

Preparation Phase (Years 3-8)
English
Mathematics
Science
Allotment Education
Art
Careers (integrated across subjects)
Computing
Design and Technology
Humanities
MFL (integrated across subjects)
Music
Physical Activity
PSHE
RE
Willowfield's Challenge Curriculum

Progression Phase (Year 9)
English
Mathematics
Science
Allotment Education
Art
Careers (integrated across subjects)
Computing (integrated across subjects)
Design and Technology
Humanities
MFL (integrated across subjects)
Music
Physical Activity
PSHE
RE (integrated across subjects)
Willowfield's Challenge Curriculum

Progression Phase (Years 10-11)	Accreditation
English	ASDAN, Entry Level, Functional Skills, GCSE
Mathematics	ASDAN, Entry Level, Functional Skills, GCSE
Science	Entry Level, GCSE
Careers	ASDAN
Computing (integrated across subjects)	
Duke of Edinburgh	DoE Awards
Home Cooking Skills	BTEC
Personal Development and Humanities	ASDAN, Entry Level, GCSE
Physical Activity	
PSHE	
RE (integrated through PSHE)	
Options:	
Art	Unit Award Scheme, GCSE
Design and Technology	GCSE
iMedia	BTEC
Motor Engineering	IMI (Level 1)
Music	RSL Awards
Sport	BTEC

Subjects shown may be delivered discretely or integrated through a cross-curricular model, depending on subject and phase.





Curriculum Implementation: Long Term Plans

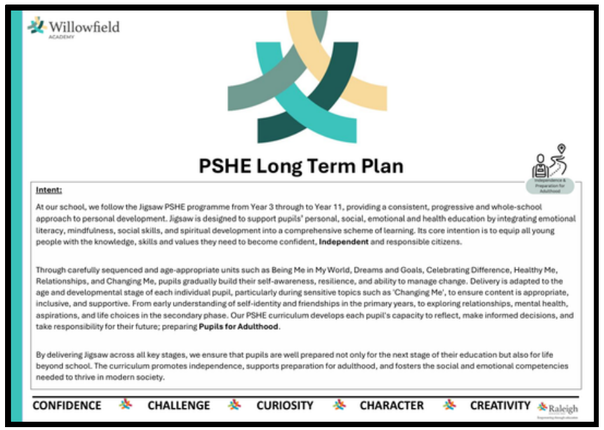
Each subject at Willowfield Academy follows a consistent Long Term Plan (LTP) template, supporting clarity, ambition, and coherence across the curriculum. While each subject has its own specific intent, all are aligned with the school's overarching curriculum intent: **Independence** and **Preparation for Adulthood**.

Every LTP includes tailored focus areas for Willowfield's three Assessment Pathways. These highlight the key knowledge, skills, and understanding to be prioritised for different learners, ensuring teaching is adaptive to individual pupil needs while maintaining high expectations for all.

Long Term Plans also map opportunities for Personal Development and Careers Education, embedding these priorities into subject learning. The curriculum is sequenced to build knowledge, skills, and understanding over time, with links to real-life contexts and preparation for life beyond Willowfield Academy.

LTPs are reviewed regularly and quality assured both internally and externally. They are informed by national guidance, EHCPs, pupil voice, staff expertise, and evidence-informed practice.

All subject LTPs are available via the Willowfield Academy website.


Willowfield ACADEMY

PSHE Long Term Plan

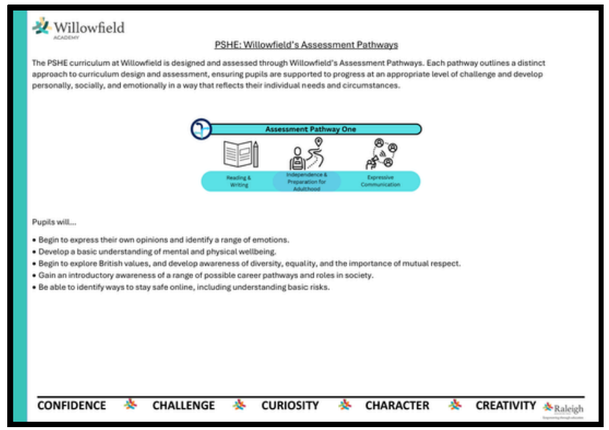
Intent:

At our school, we follow the Jigsaw PSHE programme from Year 3 through to Year 11, providing a consistent, progressive and whole-school approach to personal development. Jigsaw is designed to support pupils' personal, social, emotional and health education by integrating emotional literacy, mindfulness, social skills, and spiritual development into a comprehensive scheme of learning. Its core intention is to equip all young people with the knowledge, skills and values they need to become confident, **Independent** and responsible citizens.

Through carefully sequenced and age-appropriate units such as Being Me in My World, Dreams and Goals, Celebrating Difference, Healthy Me, Relationships, and Changing Me, pupils gradually build their self-awareness, resilience, and ability to manage change. Delivery is adapted to the age and developmental stage of each individual pupil, particularly during sensitive topics such as 'Changing Me', to ensure content is appropriate, inclusive, and supportive. From early understanding of self-identity and friendships in the primary years, to exploring relationships, mental health, aspirations, and life choices in the secondary phase. Our PSHE curriculum develops each pupil's capacity to reflect, make informed decisions, and take responsibility for their future; preparing **Pupils for Adulthood**.

By delivering Jigsaw across all key stages, we ensure that pupils are well prepared not only for the next stage of their education but also for life beyond school. The curriculum promotes independence, supports preparation for adulthood, and fosters the social and emotional competencies needed to thrive in modern society.

CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY Raleigh


Willowfield ACADEMY

PSHE: Willowfield's Assessment Pathways

The PSHE curriculum at Willowfield is designed and assessed through Willowfield's Assessment Pathways. Each pathway outlines a distinct approach to curriculum design and assessment, ensuring pupils are supported to progress at an appropriate level of challenge and develop personally, socially, and emotionally in a way that reflects their individual needs and circumstances.

Assessment Pathway One

Reading & Writing | Independence & Preparation for Adulthood | Expressive Communication

Pupils will...

- Begin to express their own opinions and identify a range of emotions.
- Develop a basic understanding of mental and physical wellbeing.
- Begin to explore British values, and develop awareness of diversity, equality, and the importance of mutual respect.
- Gain an introductory awareness of a range of possible career pathways and roles in society.
- Be able to identify ways to stay safe online, including understanding basic risks.

CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY Raleigh


Willowfield ACADEMY

Personal Development and Careers Links

The PSHE curriculum at Willowfield Academy plays a key role in supporting pupils' Personal Development. Through carefully planned learning experiences, pupils build the knowledge, skills and values needed to make informed decisions, form healthy relationships, understand and manage emotions, and take active, responsible roles within society.

Personal Development Links

- **Health and Wellbeing:** In year 3-6 the pupils understand health, hygiene, puberty and emotions. Within this they explore healthy choices in diet, exercise, and screen time, and begin developing self-regulation strategies. In year 7-11 whilst covering similar topics the learning deepens into mental health, stress management, substance misuse, sexual health and risk-taking behaviours, encouraging informed and responsible decision-making.
- **Emotional Literacy & Self-Awareness:** Across all year groups, Jigsaw's mindfulness techniques and reflection sessions foster emotional self-regulation and empathy as well as building self-esteem and confidence. Pupils learn to respond rather than react, promoting mature interpersonal relationships and emotional maturity.
- **British Values, Diversity, Equality & Respect:** Jigsaw explicitly teaches: Respect for differences, including race, gender, religion, sexuality and disability. The importance of democracy, rule of law, and individual liberty. Equality, equity and inclusion in communities and workplaces. Pupils explore prejudice, stereotyping, and the dangers of discrimination (e.g. racism, homophobia, sexism).
- **Relationships and social skill:** In year 3-6 the pupils learn friendship skills, conflict resolution, inclusivity, and the basics of respectful relationships. Within years 7-11 the topics expand to cover healthy intimate relationships, consent, sexting, managing break-ups, and recognising coercive behaviours. Peer influence and social pressures are explored in depth.
- **Resilience, aspirations and future planning:** Within years 3-6 the pupils explore dreams and goals, growth mindset, and begin understanding their role in society. Within years 7-11 the pupils focus on building resilience through managing failure, setting realistic ambitions, preparing for work experience, understanding employability and career planning.
- **Personal safety and online awareness:** Internet safety and managing digital identity is a theme from year 3 onwards, building towards the pupils understanding online risks (grooming, radicalisation & fraud), Managing screen time, digital reputation, and safe social media use and finally the pupils explore protecting mental health within the digital age.

CONFIDENCE CHALLENGE CURIOSITY CHARACTER CREATIVITY Raleigh

Willowfield ACADEMY

Teaching and Learning
Common Principles



Respect for relationships, behaviour and the environment



Learning intentions are clear, shared and understood by pupils



Use of appropriate scaffolding to promote independence



Lessons are well sequenced



Assessment and feedback are used to promote pupil progress

Curriculum Implementation: Teaching and Learning Principles

At Willowfield Academy, curriculum implementation is underpinned by our Teaching and Learning Common Principles.

These principles shape how we deliver the curriculum across all subjects. They are grounded in research and evidence-informed practice, including guidance from the EEF, Rosenshine's Principles of Instruction, and Evidence Based Education.

They are revisited through Continuous Professional Development and Curriculum Quality Assurance activity. Together, they support all teaching and learning staff to plan and deliver purposeful, well-structured, and adaptive lessons that enable all pupils to access and retain knowledge, skills, and understanding over time.

Our curriculum implementation is not static. It evolves in response to pupil need, local context, and staff development. Our Teaching and Learning Principles ensure our curriculum intent is translated into high-quality classroom practice.





Curriculum Implementation: Feedback

At Willowfield Academy, feedback is used to positively advance pupil progress and support our overarching ambition: **Independence** and **Preparation for Adulthood**. Our approach reflects the Teaching and Learning Principle: “Assessment and Feedback are used to promote pupil progress.”

Our approach prioritises live, in-the-moment feedback, allowing pupils to respond immediately and improve their work, whilst developing their knowledge, skills, and understanding, in real time. Where this is not possible, work is reviewed post-lesson, and feedback is revisited at the start of the next lesson. Clear expectations are in place around response routines, with pupils supported to practice, refine, and apply learning

Feedback is purposeful and may relate to individual EHCP outcomes, curriculum intent, or subject-specific objectives. Feedback looks different across subjects and Assessment Pathways, and may be delivered through written, visual or verbal methods. Some pupils may benefit most from adult modelling or verbal feedback, while others may be expected to reflect and respond more independently.

Where written work is marked, there is a strong emphasis on transcription, including spelling, punctuation, grammar, and handwriting. Pupils are expected to respond to feedback where appropriate, and teachers ensure time is given to do so.

Willowfield’s colour-coded feedback toolkit supports clarity and consistency:

- 🔵 Blue for Brilliance
- 🟢 Green for Growth
- 🟢 Green for Pupil Response
- 🟥 Red for Modelling

Expectations around feedback frequency and pupil response are embedded into curriculum delivery and monitored through QA processes, such as pupil book studies, and learning walks. Feedback is a key mechanism by which pupils make meaningful progress across the curriculum and build independence and character.





Curriculum Impact:
Academic & Holistic Assessment

At Willowfield Academy, we assess both academic progress and broader development to ensure that every pupil receives the support they need to succeed. Our approach brings together subject-specific assessment via Arbor, social and emotional profiling using the Boxall Profile, and termly reviews of EHCP targets through individual Pupil Learning Journey Profiles and formal EHCP review meetings.

We draw on a wide range of evidence to inform our assessments, including advice from external professionals such as Occupational Therapists, Speech and Language Therapists, Educational Psychologists, and Social Care teams. Diagnostic tools like GL Assessments help us to understand individual learning needs, including reading and spelling ages, and to plan appropriate support and interventions.

Within the classroom, teachers use ongoing (formative) assessment techniques (such as low-stakes quizzes, questioning, observations, and pupil voice) to monitor understanding and adapt teaching in real time. These approaches sit alongside termly teacher assessments, which are moderated internally to ensure consistency and are used to inform curriculum planning, intervention, and support.

We regularly share progress with parents and carers through weekly phone calls, celebration events, EHCP reviews and an annual report card. Our annual report card outlines each pupil's progress against their academic targets, offering a clear picture of their journey and next steps. Our assessment systems are quality assured both internally and externally to ensure they are meaningful, accurate and grounded in evidence, supporting pupils to thrive both in Willowfield and beyond.

