



Curriculum Policy

Reviewing Member of Staff: Mr Chris Newman
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Contents

1.	Curriculum Vision and Aims	2-3
2.	Legislation and Guidance	3
3.	Roles and Responsibilities	3-4
	• 3.1 The Governing Body	
	• 3.2 Headteacher	
	• 3.3 Other Staff	
4.	Organisation and Planning	4-6
5.	Inclusion	7
6.	Monitoring Arrangements	7-9
7.	Links with other Policies	10

1. Aims

Curriculum Vision

Our curriculum will be rigorous, exciting and balanced, with the national curriculum at its core. It will be underpinned by the school values:

Everyone associated with the school will:

- Strive for excellence and encourage resilience
- Participate, work together, and contribute positively to the community
- Expand our horizons

The organisation of the curriculum and our approach to teaching and learning will allow every child to shine. We believe that our curriculum should inspire pupils to become curious, confident, socially attuned, independent thinkers who go on to be happy and successful in 21st century society. Good communication skills are key to this and will be nurtured from the outset to enable our children to articulate their enthusiasms, expectations and aspirations.

Curriculum Aims

Our curriculum will be transformational, equipping our students, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions.

The curriculum aims to:

- be broad, balanced and relevant, developing all the essential knowledge, understanding and skills, regardless of gender, ability, ethnicity or social background
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- encourage students to enjoy their learning and get a sense of success through their achievements
- foster scientific, technical, cultural and sporting achievement
- support pupils' spiritual, moral, social and cultural development

- support pupils' physical development and responsibility for their own health, and enable them to be active
- generate a wealth of cross-curricular activities including events, clubs, performances and trips which will be open to all
- equip pupils with the knowledge and cultural capital they need to contribute positively to their community
- promote British values, including the rule of law, democracy and individual liberty. We will instil in students the importance of tolerance, fair play, honesty and a generosity of spirit
- prepare students for the next stage in their lives by encouraging resilience, self-reliance and an understanding of their responsibility to take ownership of their own learning

Curriculum Parity:

Our curriculum is founded on the conviction that the education of all students is of equal worth. The achievements of all students have equal importance, provided they represent each students' best efforts. Every effort will be made to identify and remedy under-achievement and to enable all students to reach the highest standards of which they are capable.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body

3.3 Other Staff

The Assistant Headteacher (T&L) will collaborate with the Curriculum Lead Teachers and evaluate their curriculum intent, implementation and impact in accordance with the school's Teaching and Learning Framework, ensuring that their subject curriculum is aligned with the school's values.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

Curriculum Design:

Careful thought will be given by school leaders to curriculum design, ensuring that our implementation closely reflects our values and local needs (our curriculum intent). As subject specialists, subject leaders will be empowered to develop their own department's curriculum. There will be a strong emphasis on progression within each subject, with lessons carefully sequenced in order to maximise learning and supported by timely and appropriate assessments. All students will follow the national curriculum. It is acknowledged that some students might find it hard to access some aspects of the curriculum. For this reason and where it is deemed to be educationally beneficial, alternative provision may be provided to a small number of pupils. Where any aspect of alternative provision is offered, we are fully committed to ensuring that it is delivered by subject specialists with clear timescales of review established from the outset. Parents will be consulted prior to any adjustments.

Key Stage 3

We will ensure a smooth transition from KS2, by collaborating closely with our partner primaries and with early experiences organised for new pupils and their parents. All pupils will study the same subjects. The model will develop lifetime skills and inspire our students

to gain mastery of the core curriculum. The table below outlines how the curriculum will be delivered during 25 hours per week using a 2-week timetable of 50 one hour lessons.

Subject	Year 7	Year 8	Year 9
	<i>Taught time per 2-week timetable cycle</i>		
English (incl. Literacy)	7	7	7
Mathematics	7	7	7
Science	6	6	6
History	3	3	3
Geography	3	3	3
RE	3	3	3
French	5	3	3
Spanish	0	3	3
Design & Technology	4	4	4
Art	2	2	2
Drama	2	1	1
Music	2	2	2
Physical Education	4	4	4
Computing	1	1	1
Tutorial (incl. PSHE)	1	1	1
PHSE including careers and religious and social education	<i>Delivered via six 2-hour sessions throughout the year and during tutor time (20 minutes/day)</i>		

Key Stage 4

All students in Years 10 and 11 will study English, Maths, Double science, Physical Education and PSHE (including RE). Other subjects will be optional, but we expect the vast majority to choose a combination that will meet the criteria of the English Baccalaureate. The assumption is that all students will study GCSE courses.

Subject	Year 10	Year 11
	<i>Taught time per 2 week timetable cycle</i>	
English Language & Literature (2 GCSEs)	8	9

Mathematics GCSE	8	8
Combined Science (2 GCSEs)	9	9
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
Physical Education (non GCSE)	3	3
Personal Development	1	1
GCSE Option Subjects*	Art Business Computer Science D&T Food D&T Product Design D&T Textiles Drama French	Geography Spanish Health & Social Care History Music PE (GCSE) Religion, Philosophy & Ethics Single Science

***We hope to be able to offer these subjects however, they are dependent upon staffing and viable numbers of pupils choosing them. We will confirm which subjects are available in the January of Year 9.**

Students will have an open, but guided, choice of subjects, with option blocks constructed to allow these choices to be met. We expect approx. 65% of pupils to achieve the English Baccalaureate. We would expect 80% of students to follow a modern foreign language at GCSE. This curriculum model is tried and tested at our sister school, Balcarras. It will allow for children of all abilities to excel.

Relationships and sex education, and health education

For further details about our approach to relationship and sex education please see our Relationships and Sex Education Policy.

Spiritual, moral, social and cultural development

For further details about our approach to PSHE and SMSC please see our PSHE/SMSC policy

- British values
- Careers guidance (secondary schools only)

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring Arrangements

Curriculum Review: Responsibility for curriculum design, implementation and evaluation is distributed across the school to include The Headteacher, Assistant Headteacher (T&L), subject leads, the SENDCo, and an Assistant Head in charge of timetabling from Balcarras School. A robust 'Quality Assurance' framework is published annually and provides several, calendared opportunities for monitoring aspects of delivery and impact, including learning walks, book scrutinies and departmental evaluations conducted by the SLT, curriculum leaders and moderation opportunities with Balcarras Trust Partners.

The Governing Body will scrutinise the effectiveness of the Curriculum through its Curriculum Committee. The Headteacher will make a report each term about the extent to which the school is achieving its objectives relating to the curriculum, specifically the Headteacher will report on matters relating to curriculum intent, implementation and impact.

Appropriate internal and external CPD will be offered to all teachers to ensure that they maintain a high level of subject specific expertise. The CPD offer will be published annually and the overview for 2023-24 is shown below:

Personal Development									
Early Career Framework - UCL/Balcarras Training Hub (A.B) National Professional Qualifications - Odyssey and Balcarras Training Hubs: (Headship, Senior Leadership, Leading Teacher Development, Leading Teaching, Leading Literacy, Leading Behaviour & Culture) Maths Mastery Qualification - Balcarras Maths Hub Second Subject Development CPD - Time Allocation First Aid - External Trainer Exam Marking Supported - to develop subject knowledge and exam technique. Subject specific organisation membership offered to all teachers e.g., Historical Association, CLEAPPs									
Sept Coaching Cycle 1	Oct Coaching Cycle 2	Nov Coaching Cycle 3	Dec Coaching Cycle 4	Jan Coaching Cycle 5	Feb Coaching Cycle 6	March Coaching Cycle 7	April Coaching Cycle 8	May Coaching Cycle 9	June Coaching Cycle 10
Subject Development									
BAT Subject Networks - 26.10.23			BAT Subject Networks - 14.3.24			BAT Subject Networks - 24.6.24			
Curriculum Leaders Meeting 25.9.23	Curriculum Leaders Meeting 20.11.23	Curriculum Leaders Meeting 22.1.24	Curriculum Leaders Meeting 11.3.24	Curriculum Leaders Meeting 22.4.24	Curriculum Leaders Meeting 17.6.24				
Pastoral Development									
Pastoral Leaders Meeting 18.9.23	Pastoral Leaders Meeting 13.11.23	Pastoral Leaders Meeting 15.1.24	Pastoral Leaders Meeting 26.2.24	Pastoral Leaders Meeting 15.4.24	Pastoral Leaders Meeting 10.6.24				
Tutor Programme Training, Tutor Reading Training, Year team leader as a coach.									
Whole-School Development									
INSET 1 4.9.23 Return to School - Expectations, KCSIE, Safeguarding, Teacher Pensions, T&L priorities for upcoming year. SEND - My Plans & Provision Map.	INSET 2 24.11.23 Balcarras Trust Day - Establishing culture across the Trust, shared values/vision/well-being focus	INSET 3 27.11.23 Literacy and Oracy Strategy + Mastery Learning	INSET 4 22.3.24 Mid Term Reviews within the Performance Management Cycle. Curriculum Development Departmental SEFs/DIPs/Planning	INSET 5 Summer (July 22 nd) Staff Well-Being Day * SEND focus split across 3 Twilight Sessions					
SEND Twilight 1 - 15.11.24 - Review of MyPlan fortnight 1 and the inclusive classroom (to include strategies for all four broad areas of need)		SEND Twilight 2 - 7.1.24 - Communication and Interaction strategies and Most Impactful use of Teaching Assistants (MITA)			SEND Twilight 3 - 25.6.24 Social Emotional and Mental Health strategies and Cognition and Learning needs + the relationship between the two.				

September

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Teachers 2023-24

July

2024-2025	Return to School – Expectations, KCSIE, Safeguarding, T&L priorities for upcoming year.	Balcarras Trust Day – Establishing culture across the Trust, shared values/vision.	Metacognition	<ul style="list-style-type: none"> • Mid Term Reviews – Performance Management Cycle • Departmental Curriculum Planning Opportunity 	Staff Well-Being Day * SEND focus split across 3 Twilight Sessions
	SEND Twilight 1 – Updates Review of MyPlan fortnight 1 <i>and</i> the inclusive classroom (to include strategies for all four broad areas of need)	SEND Twilight 2 – Supporting Physical and Sensory needs, review of MITA		SEND Twilight 3 Understanding specific needs ASD and ADHD	
2025-2026	Return to School – Expectations, KCSIE, Safeguarding, T&L priorities for upcoming year.	Balcarras Trust Day – Establishing culture across the Trust, shared values/vision.	Feedback and Homework	<ul style="list-style-type: none"> • Mid Term Reviews – Performance Management Cycle • Departmental Curriculum Planning Opportunity 	Staff Well-Being Day * SEND focus split across 3 Twilight Sessions
	SEND Twilight 1	SEND Twilight 2		SEND Twilight 3	

This policy will be reviewed annually by The Headteacher and The Curriculum Committee. At every review, the policy will be shared with the Full Governing Body.

7. Links with other Policies

This policy links to the following policies and procedures:

- *Assessment Policy*
- *SEND and Inclusion Policy and information report*
- *Equality Policy*
- *Relationships and Sex Education*
- *PSHE/SMSC*

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*