



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

# Curriculum Policy

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## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Curriculum Mission Statement

*The Relentless Pursuit of Excellence and Growth:* The WGSP curriculum is broad, knowledge-rich and underpinned by core disciplinary skills. Every student will be supported to access an ambitious curriculum, enabling them to achieve and enjoy their learning experience.

## School Values

The school values of Aspiration, Respect and Resilience are central to everything we do at the school and are embedded throughout the curriculum.

## Statement of Intent

The Walderslade & Greenacre Schools Partnership recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school values.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004.
- Education Act 2004.
- Equality Act 2010.
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.
- DfE (2014) 'The national curriculum in England'.
- Keeping Children Safe in Education.

## Curriculum Aims and Intent

### What the curriculum is designed to do

At The Walderslade & Greenacre Schools Partnership our curriculum is designed to inspire, challenge, and support all students to achieve their full potential. Our intent is to provide a broad and balanced education that equips students with the knowledge, skills, and values necessary to thrive in an ever-changing world. Our School Values of Respect, Resilience and Aspiration are central to everything we do, incorporated in a curriculum that builds leadership and independence in our students.

### How the curriculum will be delivered

Our curriculum, from Year 7 through to Year 13 is wide-ranging and aspirational. Students are at the centre of our curriculum and at the forefront of the decisions we make. We understand that every student is unique and has different goals and future life aspirations. Our Key Stage 3 curriculum builds on the knowledge and skills from primary school and prepares our students for successful outcomes at both GCSE, and A Level. The curriculum is both diverse and challenging, building knowledge and understanding over time and aims to inspire all students to think more deeply. Teaching is underpinned by the core WGSP Teaching Strands which ensure that every lesson includes high level questioning, modelling, challenge and retrieval.

## Roles and Responsibilities

### The Governing Board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regard to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

## **The Headteacher is responsible for:**

- Ensuring all required elements of the curriculum have aims and objectives which reflect the aims of the school.
- Communicating the agreed curriculum to the governing board.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.

## **Subject Leaders are responsible for:**

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's Curriculum Maps and Medium-Term Plans.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring student progress within the department and reporting on this to the Senior Leadership Team and Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.

## **Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Devising short-term sequences of lessons that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Creating sequences of lessons in collaboration with colleagues and sharing these with the SLT where required.

- Collaborating with the Headteacher, Subject Leaders and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TA's to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents.
- Celebrating all students' academic achievements.
- Reporting progress of students with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able students.

### **The SENCO is responsible for:**

- Collaborating with the Headteacher, Subject Leaders and Teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

## **Organisation and Planning**

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day will be split into two sessions. Students will receive two breaks, one during the morning (break time) and a lunch time.

In collaboration with teachers and SLT, Subject Leaders will devise the following plans:

- Curriculum Maps that deal with the major topics and skills to be covered across all key stages.
- Medium-term plans that deal with the activities within units of work that are set out termly.
- Short-term plans that are concerned with individual lessons or sessions and address issues of curriculum adaptation to ensure access for all students.
- Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students.
- Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.
- Students who are identified as needing additional support will receive it, e.g. those with SEND - this will include dedicated time with TA's and access to specialist resources and equipment where required. TA's will be deployed within lessons strategically so that they can assist with

students who require additional help, but are also able to minimise disruptions where necessary.

- Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- Classrooms will be organised so that students have full access to resources and equipment - they will be provided with a rich and varied learning environment.

## Curriculum Content

### Key Stage 3

The school will ensure every student has access to the following core subjects: English, Mathematics, Science, Personal Development and Physical Education.

The school will ensure students also have access to the following foundation subjects during Key Stage 3: Geography, History, Modern Foreign Languages, Art, Computing, Performing Arts and Music.

### Key Stage 4

Students will study the following core subjects: English Language, English Literature, Mathematics, Science and Physical Education. They will also study Personal Development in Year 10.

Students will choose their subjects for their GCSEs at KS4 in Year 9. Currently, students can select from the following options: Art, Photography, Textiles, Business, Creative I Media, Computing, Construction, Engineering, Graphics, Food and Nutrition, Music, Dance, Drama, Spanish, French, Law, Health and Social Care, Sociology, Childcare and Psychology.

Students are also given the opportunity to study the English Baccalaureate as they are offered options of: Modern Foreign Language and Humanities (History and Geography).

Subject Leaders are invited to offer suitable courses for consideration each year.

### Key Stage 5

Students will choose their subjects for KS5 in Year 11. Currently, students can select from the following options: Art, Photography, Fashion and Textiles, Graphics, Business, ICT, Engineering, Construction, English Literature, History, Geography, Politics, Applied Law, Music, Performing Arts, Sport, Health and Social Care, Sociology, Criminology and Psychology.

Subject Leaders are invited to offer suitable courses for consideration each year.

## Personal Development

As part of the curriculum, the school will make provision for Personal Development where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed. Personal development topics will also be delivered as form time activities and assemblies.



## Careers Education

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy as in accordance with Gatsby Benchmark #4.

The school will ensure that every student is exposed to the world of work by the age of 14 through meaningful work experience.

The school will ensure students have access to: Labour Market Information (LMI), businesses and professional networks, and providers of post-16 and post-18 education and training.

The school will arrange a variety of careers events, enabling students to participate in meaningful encounters with employers. These encounters will include:

- Careers fair.
- Careers guidance for students in Years 10-13.
- STEM.
- Recognition and celebration of National Careers Week.
- Recognition and celebration of National Apprenticeship Week.
- Assemblies from a host of different career fields.
- Mock interviews.
- Parents/carers/students signposted to useful and information virtual events.

## Extracurricular Activities

The school will offer students a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

The school will ensure that all students are able to participate in the activities and trips available. Wherever there is an instance where a student cannot participate, the trip or activity will be adapted so that the student can take part.

## Inclusion

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

- Students with high prior attainment.
- Students with low prior attainment.
- Students from disadvantaged backgrounds.
- Students with SEN.
- Students with English as an additional language (EAL).

Teachers will plan lessons so that students with SEN and/or disabilities can study the curriculum, wherever possible, and ensure that there are no barriers to every student achieving.

The school has a SENCO and SEND department who provide support and advice to teaching/support staff alongside regular updates.

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

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

## Equal Opportunities

There are nine protected characteristics within the Equality Act 2010, which are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

When planning and implementing the curriculum, the school will have due regard to the Student Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all students have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

## Reporting and Assessment

All reporting and assessments will be conducted in line with the school's Marking and Feedback Policy.

Homework will be set in accordance with the school's Homework Policy. Homework set will be challenging and assess students' knowledge and understanding of concepts covered within lessons.

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

Individual student performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the Headteacher, student and students' parents. Student will also complete national assessments. The results of these assessments will be reported back to the Headteacher, students and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Special measures will be given to students who require them, e.g. students with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance. Assessment of students with EAL will consider the students' age, length of time in the UK, previous education and ability in other languages.

## **Monitoring and Review**

This policy is reviewed annually by the Headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is March 2026.

# Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

