



**The Telford Park School**  
**Ensuring Excellence**

## Curriculum Policy

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## **Curriculum Policy**

<b>Policy Name:</b>	Curriculum Policy
<b>Headteacher:</b>	Mrs H Rigby
<b>School Standards Committee:</b>	Mr S Mirza
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## Curriculum Policy

A knowledge rich curriculum for lifelong academic, social, and personal achievement

### 1. Defining the curriculum

The curriculum consists of all those activities in school, which have an effect on students' learning and development as individuals. The curriculum therefore includes:

- The formal programme of timetabled lessons;
- All extra-curricular and out of school activities;
- The way students and teachers treat each other;
- The organisation, management and leadership of the school.

Since students learn from all these things, they must all be consistent in the aims they set out to achieve and the values on which they are based.

This policy will be concerned principally with the first of these four aspects - the formal programme of timetabled lessons. Homework and out of school activities are subject to the school's Homework and Visits policies respectively.

### 2. Curriculum Intent

The underpinning aims of our curriculum are to empower pupils to consistently develop the three areas of achievement as outlined in the ensuring excellence document.

- Achievement – Academic
- Achievement – Personal
- Achievement – Social

To create:

- Successful learners who enjoy learning, understand how to learn, make rapid progress and achieve excellence.
- Confident individuals who can live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society, with a global awareness.
- Individuals who can develop strong and secure relationships.

The curriculum is ambitious providing breadth and balance. It is designed to provide all pupils particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed in life. This will include the development of a love for reading and confidence in the use of powerful language and vocabulary. Our curriculum develops character and supports all children including those with mental health and wellbeing needs. Our curriculum is logically planned and sequenced so that all pupils develop mastery, fluency, knowledge, and skills for future learning. The curriculum will be enhanced with planned and appropriately sequenced educational visits/experiences, extra-curricular activities, and careers opportunities to ensure pupils are ready for the next steps in their educational journey.

#### The 5 key expectations for our Curriculum:

- We deliver the national curriculum or can demonstrate that our curriculum is of similar breadth/ambition in each subject.
- Our curriculum remains as broad as possible for as long as possible.
- We have ensured that the curriculum contains content that has been identified as most useful and taught in a logical and sequenced progression.
- We ensure pupils can embed the curriculum content in the long-term memory.
- We are clear about what we want pupils to learn and why. We can demonstrate how this is put into practice in our curriculum planning.

### 3. Curriculum Implementation

At Telford Park School we have adopted the principles of Rosenshine to support the development of a curriculum that meets the needs of our students.

- 1 – Daily review
- 2 – New materials in small steps
- 3 – Ask questions
- 4 – Provide models
- 5 – Guide student practice
- 6 – Check student understanding
- 7 – Obtain high success rate
- 8 – Scaffolds for difficult tasks
- 9 – Independent practice
- 10 – Weekly and monthly review

#### Key Stage 3

At Key Stage 3 the curriculum is broad and ambitious being thoroughly grounded in the national curriculum. Expert curriculum leaders have explicitly identified the core knowledge components in each subject area to ensure that students can develop mastery and fluency in each subject. The curriculum is sequenced so as to build on prior learning at Key Stage 1 and 2 and throughout the Key Stage. Frequent opportunities to retrieve and recall the core knowledge components are embedded within the curriculum to ensure that students retain knowledge in their long-term memories and are able to further build their knowledge and skills to access the next stages in their education.

#### Key Stage 4

In Key Stage 4 the curriculum is carefully sequenced to build on the prior Key Stage 3 learning in the core subjects of English, maths and science, whilst allowing students the opportunity to personalise their education pathway with a choice of GCSE and / or vocational subjects. The recommended pathway is based on the pupil's prior attainment and progress through the Key Stage 3 curriculum, with recommendations from both academic and pastoral leaders. The pathways are designed to allow each student to maximise their achievement and so give them the opportunity to progress onto further study from any pathway.

Year	Key Curriculum Points
7	<p>A broad and ambitious curriculum which builds upon the knowledge embedded from Key Stages 1 and 2.</p> <p>Students are taught the national curriculum with some adaptations from students who are identified as requiring intervention in reading and numeracy.</p> <p>Students are taught in ability groups based on baseline testing and prior attainment.</p> <p>All students engage in the READ45 programme.</p>
8	<p>A broad and ambitious curriculum which builds upon the knowledge embedded from Key Stages 1 and 2.</p> <p>Students are taught the national curriculum with some adaptations from students who are identified as requiring intervention in reading and numeracy.</p> <p>Students are taught in ability groups based on baseline testing and prior attainment.</p> <p>All students engage in the READ45 programme.</p>
9	<p>A broad and ambitious curriculum which builds upon the knowledge embedded from Key Stages 1 and 2.</p> <p>Students are taught the national curriculum with some adaptations from students who are identified as requiring intervention in reading and numeracy.</p> <p>Students are taught in ability groups based on baseline testing and prior attainment.</p> <p>All students engage in the READ45 programme.</p>

10	<p>Pupils begin level 2 courses.</p> <p>In Year 10 all students study a core of subjects which provide our young people with a broad and balanced curriculum diet. This core comprises English, Mathematics, Science, RE, PSHRE and Physical Education. Students then select 3 choices from various optional subjects including Geography, History and French. This allows for a degree of specialization according to students’ interests and aptitudes.</p>
11	<p>In Year 11 all students study a core of subjects which provide our young people with a broad and balanced curriculum diet. This core comprises English, Mathematics, Science, RE, PSHRE and Physical Education. Students then select 4 choices from various optional subjects including Geography, History and French. This allows for a degree of specialization according to students’ interests and aptitudes.</p> <p>All pupils are interviewed by the school’s careers advisor and receive information about the courses available from all local providers via post-16 provider assemblies.</p> <p>Students are supported in their applications for their next stage of study to either a local sixth form, college, apprenticeship or other training provider.</p>

#### 4. Curriculum Content and Organisation

Our timetable is organized into fifty, one hour lessons per fortnight. In addition, there is a daily tutorial lesson of twenty five minutes. Tutorials include the delivery of Learn to Learn Sessions, careers, current news topics, the weekly broadcast and assemblies.

##### Content: Years 7-9

All students in Years 7-9 study a core of 13 subjects.

	Year 7 lessons	Year 8 lessons	Year 9 lessons
<b>English</b>	9	9	9
<b>Mathematics</b>	9	9	9
<b>Science</b>	8	8	8
<b>Technology DT / Food</b>	2	2	2
<b>Computing</b>	2	2	2
<b>French</b>	3	3	3
<b>History</b>	3	3	3
<b>Geography</b>	3	3	3
<b>Drama / Music</b>	2	2	2
<b>Art</b>	2	2	2
<b>Physical Education</b>	3	3	3
<b>Religious Studies</b>	2	2	2
<b>PSHRE</b>	2	2	2

##### Content: Year 10

The breakdown in terms of curriculum time is as follows:

<b>THE CORE (Y10):</b>	<b>Year 10 lessons</b>
<b>English Language and English Literature/English (Language and Literature): GCSEs</b>	<b>8</b>
<b>Mathematics: GCSE*</b>	<b>8</b>

<b>Science: GCSEs (Double Science)</b>	<b>8</b>
<b>Physical Education</b>	<b>4</b>
<b>Religious Studies</b>	<b>2</b>
<b>PSHRE</b>	<b>2</b>
<b>OPTION SUBJECTS:</b>	<b>Year 10 lessons</b>
Geography – GCSE	<b>6 each</b>
History – GCSE	<b>6 each</b>
French – GCSE	<b>6 each</b>
Food Preparation and Nutrition - GCSE	<b>6 each</b>
Religious studies - GCSE	<b>6 each</b>
Computer Science - GCSE	<b>6 each</b>
Business – GCSE	<b>6 each</b>
Art & Design - GCSE	<b>6 each</b>
Health and Fitness – VCERT TECH	<b>6 each</b>
Performing Arts Acting – WJEC TECH	<b>6 each</b>
Creative Media – CNAT	<b>6 each</b>
Health and Social Care – BTEC TECH	<b>6 each</b>

\*Students have an option to complete an additional statistics GCSE in an after school session during P6 lessons

### Content: Year 11

The breakdown in terms of curriculum time is as follows:

<b>THE CORE (Y11):</b>	<b>Year 11 lessons</b>
<b>English Language and English Literature/English (Language and Literature): GCSEs</b>	<b>8</b>
<b>Mathematics: GCSE*</b>	<b>8</b>
<b>Science: GCSEs (Double Science)</b>	<b>8</b>
<b>Physical Education</b>	<b>3</b>
<b>Religious Studies</b>	<b>1</b>
<b>PSHRE</b>	<b>2</b>
<b>OPTION SUBJECTS:</b>	<b>Year 11 lessons</b>
Geography – GCSE	<b>5 each</b>
History – GCSE	<b>5 each</b>
French – GCSE	<b>5 each</b>
Food Preparation and Nutrition - GCSE	<b>5 each</b>
Religious studies - GCSE	<b>5 each</b>
Computer Science - GCSE	<b>5 each</b>
Business – GCSE	<b>5 each</b>
Art & Design - GCSE	<b>5 each</b>
Health and Fitness – VCERT TECH	<b>5 each</b>
Performing Arts Acting – WJEC TECH	<b>5 each</b>
Creative Media – CNAT	<b>5 each</b>
Health and Social Care – BTEC TECH	<b>5 each</b>

\*Students have an option to complete an additional statistics GCSE in an after school session during P6 lessons

### Homework

Students at The Telford Park School are expected to complete recall and retrieval activities to reinforce and embed the core learning in lessons. Tasks are set using the Satchel One homework platform which parents also have access

to. As students make progress through the curriculum the tasks should become more complex and move on to application of knowledge.

### **Careers Education**

All students from Year 7 to Year 11 at The Telford Park School follow a course of Careers Education as described in the school's Careers Policy.

### **The Tutor Reading Programme (KS3)**

Key Stage 3 students take part in the tutor reading programme 5 times a week. During this session, carefully selected texts are read aloud to pupils as they follow the text in their books. Students experience a wide variety of culturally diverse books which aim to break down barriers and widen world views, whilst exposing students to a range of complex vocabulary which they might not ordinarily choose to read.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.

### **Special Educational Needs**

The school has a Special Educational Needs Policy for relevant pupils. The school will determine the most appropriate courses of action in consultation with parents.

### **Religious Education**

The RS curriculum is ambitious and is sequenced for powerful knowledge, for progression and to allow the building of the strong schema in the long-term memory. Core questions are used every lesson to embed substantive knowledge through retrieval practice each lesson and through the quizzing of these core questions for homework. 'Questions for thinking' are considered in each lesson to allow students to access the disciplinary skills of 'learning from religion' as well as 'learning about religion' in order to develop their own thoughts and opinions, to access the higher-order thinking skills such as debating both sides of an argument, applying religious teachings and quotes to a topic, justification for their answers and leading to conclusive evaluations.

The sequencing in year 7 allows students to learn about the Abrahamic religions in chronological order which enables students to have a sense of historical context and allows for comparisons among these three monotheistic religions. As the UK has Christianity as its state religion, the teaching of this religion is compulsory. However, Christianity is rooted in Judaism so it is essential that students understand where Christianity came from historically. Islam has many similarities to these two Abrahamic religions and therefore to study Islam as the third religion in year 7 creates a dialogue to discuss not only these similarities but also the differences between them. Studying Islam is vital in the current climate due the misconceptions and Islamophobia often portrayed in society and by the media.

From year 8 onwards students are introduced to the other three main world religions. Although the UK is a Christian country, it is a multicultural society and consequently students need to learn about Buddhism, Hinduism and Sikhism also to enrich their understanding of the diverse country that we live in today. In year 8 students learn about religion through the 'Life issues' themes to encourage a deeper understanding of the wider world. In year 9 and 10 students continue to develop their powerful knowledge through the study of 'Religion and Morality' with a focus in the last part of year 10 and into year 11 being 'Religion and Citizenship'. These current and contemporary themes provide a rich source of opportunity for students to develop as global citizens. As the religions are taught through the themes it makes Religious Studies 'real' and relevant to the students and equips them with the skills they need in life in the wider world.

### **Sex and Relationships Education (SRE)**

Students receive lessons in SRE in line with the statutory requirement of the national curriculum.

RSE in our school is part of the Personal, Social, Health, Relationships and Economic education curriculum (PSHRE.) It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

- The aims of Relationships and Sex Education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To ensure that RSE in our school is part of the Personal, Social, Health and Economic education curriculum, integrated within the wider school curriculum, and complementing the general ethos and life of the school.
- To provide a planned, age appropriate scheme of work in accordance with the DfE requirements from 2020.

The school's RSE policy provides further details.

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses, including in the school's PHSE Programme, and are presented in a balanced manner. The school takes seriously its obligation to play a part in preventing radicalization. Our approach is detailed in our Child Protection and Safeguarding Policy.

### **Disapplication**

In accordance with the law the school has the right to respond to individual needs by modifying programmes, or disapplying students from subjects/areas of study for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to focus upon a particular curriculum area;
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions on any of the above will only ever be taken on an individual basis.

## **5. Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor, Head of House or Assistant Head of House. Subject-specific issues may be raised with the relevant Head of Department.

The school has a Complaints Procedure in place, which can be obtained from the school Reception and is available online on the [school website](#).