



Abbey College Ramsey

Secondary Curriculum Policy

Policy Developed by:	G Craig / SLT
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Statement of intent

Abbey College Ramsey recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

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

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils 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 pupils.
- Nurture the talents of all and celebrate success.
- Provide a smooth and successful transition into Abbey College.
- Involve the stakeholders, including parents, in curriculum development.

1. Curriculum intent

What the curriculum is designed to do

Our curriculum is designed with pupils' learning at the centre. We recognise that a curriculum must be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence, and self-esteem.

Our curriculum intent:

1. The curriculum provides a clear programme of exposure to and understanding of a range of diverse cultures and religions.
2. All learners will receive a challenging and fulfilling educational experience.
3. To have a challenging and aspirational curriculum.

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to make cross-curricular links where possible within their lessons and use different learning resources to teach core content.
- **Offers & Opportunities programme:** we provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities we offer can be found on Edulink.

A full list of subjects available to pupils in each year can be found in [section 6](#).

How we involve stakeholders in curriculum planning and delivery

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils receive a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires throughout the academic year.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all.

2. Curriculum aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils our virtues of Humility, Intuition and Passion.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others and to be able to live and work cooperatively with others.

3. Legal framework

3.1. 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 (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

3.2. This policy operates in conjunction with the following school policies:

- Assessment Policy

- Careers Policy
- Equal Opportunities Policy
- Homework Procedure
- RSE Policy
- SEND Policy

4. Roles and responsibilities

4.1. The Governing Body is responsible for:

- Approving and monitoring the content of this policy.
- Contributing towards decisions made about the curriculum.
- Appointing a link curriculum governor who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with Lead learners, teachers, and other members of the SLT.
- Communicating the agreed curriculum to the Governing Body on an annual basis.
- Producing an annual report for the Governing Body advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- 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.
- Updating and maintaining this policy.

4.3. The Lead Learners are responsible for:

- The overall provision of the curriculum at the school.

- Developing a curriculum that provides pupils 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 Lead learners and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the senior leadership team.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

4.4. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum using the teaching and learning policy to ensure learning is not passive.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the senior leadership team.
- Collaborating with the senior leadership team and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the senior leadership team.
- Working to close the attainment gap between academically more and less able pupils.

- Working to bring disadvantaged students in line with their peers.
- 4.5. The SENCO is responsible for:
- Collaborating with the senior leadership team 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 pupils receive the additional help they need.
 - Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

- 5.1. The school's curriculum will be delivered over 190 days and equally throughout the school week.
- 5.2. Each school day will be split into two sessions and pupils will receive at least one break (lunch).
- 5.3. In collaboration with Lead learners, teachers and other members of the SLT, the Headteacher will devise the following plans:
- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
 - Medium-term plans that deal with the activities within units of work that are set out half termly.
 - Short-term plans that are concerned with individual lessons or sessions on a weekly and address issues of curriculum differentiation and access for individual pupils.
- 5.4. Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their knowledge from one subject within another.
- 5.5. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.
- 5.6. A full list of subjects covered in school can be found in [section 6](#) of this policy.
- 5.7. Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.8. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary.

- 5.9. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.10. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.11. Any difficulties identified will be addressed once curriculum planning has commenced.

6. Curriculum content

- 6.1. The school will always have due regard to the national curriculum throughout the academic year.
- 6.2. The school will ensure every pupil has access to the following core subjects:
 - English
 - Mathematics
 - Science
 - RE
 - Relationships and sex education (RSE)
- 6.3. The school will ensure pupils also have access to the following foundation subjects:
 - Art and design
 - Citizenship
 - Computing
 - Design and technology
 - Languages
 - Geography
 - History
 - Music
 - PE
- 6.4. Pupils will choose their subjects for their GCSEs at KS4 at the end of Year 8.
- 6.5. Pupils will choose their subjects for KS5 in the second half of Year 11.
- 6.6. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

6.7. KS4 Curriculum Hours

English ➤ Yr9 – 9 ➤ Yr10 – 8 ➤ Yr11 – 9	Maths ➤ Yr9 – 9 ➤ Yr10 – 8 ➤ Yr11 – 9	Moral & Spiritual ➤ Yr9 – 5 ➤ Yr10 – 5 ➤ Yr11 – 5	PE ➤ Yr9 – 2 ➤ Yr10 – 2 ➤ Yr11 – 2
		Option A ➤ Yr9 – 4 ➤ Yr10 – 4 ➤ Yr11 – 4	
Science ➤ Yr9 – 9 ➤ Yr10 – 9 ➤ Yr11 – 9	MFL ➤ Yr9 – 4 ➤ Yr10 – 4 ➤ Yr11 – 4	Option B ➤ Yr9 – 4 ➤ Yr10 – 4 ➤ Yr11 – 4	
	Citizenship ➤ Yr9 – Not present ➤ Yr10 – 2 ➤ Yr11 Not present	Option C ➤ Yr9 – 4 ➤ Yr10 – 4 ➤ Yr11 – 4	

6.8. KS3 Curriculum Hours

English ➤ Yr7 – 7 ➤ Yr8 – 7	Science ➤ Yr7 – 5 ➤ Yr8 – 5	MFL ➤ Yr7 – 5 ➤ Yr8 – 5	PE 5 ➤ Yr7 – 5 ➤ Yr8 – 5	Geography ➤ Yr7 – 4 ➤ Yr8 – 3	History ➤ Yr7 – 4 ➤ Yr8 – 4
Maths ➤ Yr7 – 6 ➤ Yr8 – 6	Moral & Spiritual ➤ Yr7 – 3 ➤ Yr8 – 4	IT ➤ Yr7 – 2 ➤ Yr8 – 2	Art ➤ Yr7 – 2 ➤ Yr8 – 2	STEM ➤ Yr7 – 1 ➤ Yr8 – 1	Textiles ➤ Yr7 – 1 ➤ Yr8 – 1
		Catering ➤ Yr7 – 1 ➤ Yr8 – 1	Music ➤ Yr7 – 2 ➤ Yr8 – 2	Drama ➤ Yr7 – 2 ➤ Yr8 – 2	

7. PSHE

- 7.1. As part of the curriculum, the school will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. The school will hold PSHE sessions per term. Topics covered within these sessions include the following:
 - Anti-bullying
 - Celebrating different cultures
 - British values
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

8. Careers Education, Information, Advice and Guidance (CEAIG)

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the CEIAG Policy.
- 8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 8.3. The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.
- 8.4. The school will host careers days per academic year, on which pupils can participate in meaningful encounters with employers. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transition skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

9. Assessment, Recording and Reporting

- 9.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 9.2. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.
- 9.3. Individual pupil performance and progress is regularly monitored and reviewed. Summative assessments will be recorded and reported back to the Headteacher, Governing Body, pupils and pupils' parents.
- 9.4. Pupils will also complete national external assessment tests. The results of these assessments will be reported back to the Headteacher, Governing Body, pupils and their parents.
- 9.5. Evaluations and assessments feed back into future or modified curriculum plans.
- 9.6. Assessment of pupils with EAL will consider the pupils' age, length of time in the UK, previous education and ability in other languages.

- 9.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 9.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

10. Equal opportunities

- 10.1. There are nine protected characteristics within the Equality Act 2010, these are:
- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 10.2. Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.
- 10.3. 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.
- 10.4. When planning and implementing the curriculum, the school will always have due regard to the Equal Opportunities Policy.

11. Supporting pupils with SEND

- 11.1. The curriculum is designed to provide access and opportunity for all pupils who attend the school.
- 11.2. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 11.3. Pupils with SEND will not be discriminated against in any way.
- 11.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 11.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Opportunities & Offers Programme

- 12.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 12.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 12.3. All pupils can participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- 12.4. All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

13. Monitoring and review

- 13.1. This policy is reviewed annually by the Headteacher and the Governing Body.
- 13.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 13.3. The scheduled review date for this policy is Autumn term 2024