



# CURRICULUM POLICY

## PRESTON MANOR SCHOOL

An All-Through School

<b>Governors' Committee Responsible:</b> Upper School Curriculum & Teaching Committee	
<b>Statutory Provision:</b> Non-Statutory Policy	
<b>Policy Author:</b> Celine Donne	<b>Review Period:</b> Annual
<b>Date reviewed:</b> June 2025	<b>Next Review:</b> June 2026

## 1. Aims

### Our Curriculum Intent

We aim to offer a broad and balanced curriculum that is personalised to the needs of our students, providing equality of opportunity for all. Through striving for excellence and fostering an enjoyment and love of learning we aim to make school a memorable experience.

We believe passionately in the development of the whole child, drawing upon the rich diversity of our multicultural community to nurture tolerance, self-regulation, awareness and respect.

We believe in creating pathways not corridors. Our expectations and high level of challenge within our curriculum nurtures life changing ambitions and a mindset and that anything is possible. A student from Preston Manor will be ambitious, responsible and prepared to be an active citizen today and in the future.

### Our Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils which meets the requirements of the National Curriculum and the needs of our students
- Enable pupils to develop knowledge, understand concepts and acquire skills (including literacy and numeracy skills), and be able to choose and apply these in relevant situations
- Promote a positive attitude towards learning and raise pupil aspirations through challenge and engagement
- Promote spiritual, moral, cultural, social and physical development
- Develop the whole child, including students' independence, leadership, self-regulation and equip our pupils for further/higher education and lifelong learning
- Promote equal opportunities for all, to counter racism, sexism and all other forms of discrimination whenever they occur
- Be enriched by the communities in which we live and by the wider community and which encourages respect for religious and moral values and other races, religions and ways of life
- Provides additional opportunities and activities outside of the main school day to enrich the educational experience

### Curriculum Access and Delivery

- All students have equality of access to the curriculum. Appropriate progression is available for all students from their particular Key Stage, course or pathway including progression to further education, higher education, training or employment. Differentiation, enrichment and support are available for all students to ensure that the learning needs of all students are met. Appropriate assessment, reporting and recording arrangements are designed to support the progress of all students.

## 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 the school has 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. It complies with our funding agreement and articles of association.

### **3. Roles and Responsibilities**

#### **3.1 The governing board**

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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, and science, 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 (SEN)
- 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 7 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 the 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 board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN or Pupil Premium status

#### **3.3 Other staff**

##### **Senior Leadership Team (Curriculum Lead)**

Senior Leaders will ensure that the school curriculum is implemented in accordance with this policy.

They will:

- Annually review the school Curriculum, Teaching and Learning Policy and present to governors for ratification
- Conduct annual reviews of the curriculum to ensure it is fit for purpose
- Regularly report to governors about the curriculum and its development
- Keep up to date on curriculum national agenda changes
- Ensure that the school's procedures for assessment meet all legal requirements
- Ensure that proper provision is in place for pupils with different abilities and needs, including children with SEN or Pupil Premium status

## **Heads of Department**

Heads of Department will ensure that the school curriculum is implemented in accordance with this policy. They will:

- Develop a curriculum with clear aims and objectives and with schemes of work that outline the programme of study and have regular assessment opportunities
- Ensure that their curriculum meets the medium and long-term planning expectations outlined in section 4 below, or that robust plans are in place to achieve these aims where they are not currently being met
- Make decisions on the exam syllabus to follow in KS4/5 and entering students for these qualifications
- Monitor the quality of the delivery of the curriculum within the department
- Provide opportunities to challenge students and equip them with the necessary skills for learning now and in the future
- Ensure proper provision is in place for pupils with different abilities and needs, including children with SEN or Pupil Premium status.
- Manage requests to withdraw children from curriculum subjects, where appropriate
- Review the impact of the curriculum to include student feedback
- Provide extra-curricular and enrichment opportunities including trips and visits

## **4. Organisation and planning**

Our curriculum approach is to bring relevance to our students in recognition of the diversity and range of experiences of our students. Our curriculum is creative and inspires students' ambitions and love of learning. To support our learners our curriculum is spiralled to enable us to develop students' knowledge, skills and experiences and commit them to long-term memory.

### **Medium and Long-Term Planning Expectations**

Every subject has published a long term curriculum plan which shows what is taught in each year group across the year. Each teacher must follow this to ensure consistency. Each department will have a justified rationale for the sequencing of knowledge and skills which best meets the needs of pupils at PMS.

Each scheme of work may vary in length according to the subject. However each will have a medium term plan, which will include the following school agreed features:

- Aims/Objectives/Key Questions

- Skills and knowledge to be learned
- Links to prior/future learning
- Assessment for learning opportunities within the unit
- Homework tasks for the unit
- Differentiation approaches
- Literacy and numeracy links

### **Meeting the Local Needs**

All subjects follow the National Curriculum. Our curriculum is designed to suit our local context in the following ways:

- Our curriculum reflects the diversity of our community and is designed to enhance the social mobility of our students. No student is left behind or will lack the resources to be able to access our curriculum.
- As an All-Through school our curriculum benefits from our knowledge and understanding of Key Stage 2, enabling us to avoid repetition and embed challenge.
- We aim to develop our students' cultural capital which is achieved in a variety of ways across the curriculum. We aim to promote a love of reading to develop literacy and extend students' vocabulary, with students exposed to a variety of literature.
- Trips to central London provide new and powerful experiences and learning opportunities. We take advantage of resources in the city and in the local area.
- Our curriculum is kept wide ranging for as long as possible in Key Stage 3 and students of all abilities are given full access to numerous humanities, languages, technology and creative subjects across all Key Stages.
- Our curriculum recognises our above average percentage of disadvantaged students and as such is deliberately ambitious, with a significant majority of students taking a full suite of English Baccalaureate subjects in Key Stage 4 and large take-up of Maths and Science subjects in Key Stage 5. We strive to provide a bespoke curriculum that meets the needs of all our learners so that every child leaves with a range of appropriate qualifications, skills and experiences.
- Our careers education provision reflects the Gatsby Charitable Foundation benchmarks. Through our comprehensive careers programme, there is guidance for all students on their next educational steps and future careers. Students' aspirations are raised and a variety of experiences are provided to make them ready for the world of work.
- Our comprehensive and carefully planned PSHE programme has been mapped to meet the needs of our students. Leadership programmes and our varied extra-curricular offer provides experiences which many of our students would not have.
- We work closely with our external agencies and our community to address issues of safeguarding, building positive relationships with the Police and awareness of the local risks (including gang culture and knife crime) and how students can protect themselves from this.

### **Sex and Relationship Education (Read in conjunction with the Sex relationship Education Policy 2018)**

The personal and social development of pupils is of paramount importance and every member of the school staff supports PSHE.

The course will be delivered by trained form tutors and/or Science teachers to a mixed group of pupils with none of the major issues being delivered to single sex groups. Religious Education reinforces many of the moral issues and values that arise during the teaching of SRE. Related themes regarding responsibilities and social roles form part of the curriculum within PSHE. These are dealt with on a cross-curricular basis as well as in PSHE lessons. Teachers with responsibility for pastoral care within the school will, at times, need to address individual needs of pupils.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

The aims of the Sex and Relationships Programme are:

- To deliver a sex and relationship education programme that not only values family life in its widest context but also recognises the complex cultural and religious background of individuals in the school.
- To discover what pupils already know, understand, think and feel.
- To adapt the SRE programme to meet identified individual needs.
  
- To help pupils as they mature in their changing world.

### **Spiritual, Moral, Social and Cultural Development (to be read in conjunction with the Personal, Social & Health Education Policy)**

SMSC and British values are at the heart of the curriculum. Pupils address key aspects of the suggested structure including but not limited to:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **Careers Information, Advice and Education Guidance (CIAEG) (Read in conjunction with the Careers Education (CEIAG) Policy)**

Preston Manor School is very proud of its excellent work in CIAEG which is seen as an important part of the school's curriculum offer. The school works towards meeting the eight Gatsby Benchmarks which define excellence in Careers Guidance. We aim to fulfil our statutory commitments to ensure that students in years 8 through 13 obtain independent Careers guidance. We also ensure that students are given the opportunity to become aware of the wide range of education and training available to them, to include approved technical education qualifications and apprenticeships.

CIAEG is delivered in a variety of ways:

- Drop down days
- Careers fairs
- Visits to careers events
- External speakers coming into school
- Assemblies
- Form time
- Some PSHE lessons

### Extra Curricular

A wide range of extra-curricular activities are available that both extend and enrich the curriculum and enable all students to play a full and active role in the life of the school. In addition, Activities and Sports Days, Music events, School Productions and other performing arts events enable all students to participate in a wide range of activities beyond the school and community.

### Tutor Time

Tutor time takes place for all students on a daily basis. Each year group follows a set programme that includes the following:

- Year Group Assembly
- The teaching of PSHE/Citizenship. Tutors follow a programme of study for their year group that meets the statutory requirements.

### Curriculum Organisation - Key Stage 3

Our Key Stage 3 curriculum is broad and balanced, and fully meets the requirements of the National Curriculum. Our timetable is based on a two-week cycle of fifty 1 hour lessons. All KS3 students study the subjects outlined in the plan below:

Year 7 Subjects (Periods per cycle)	Year 8 Subjects (Periods per cycle)	Year 9 Subjects (Periods per cycle)
English (8)	English (8)	English (6)
Mathematics (8)	Mathematics (8)	Mathematics (8)
Science (6)	Science (6)	Science (6)
Art and Design (2 except when in RM)	Art and Design (2)	Art and Design (2)
Design Technology (Resistant Materials) (2 carousel)	Design Technology (Food & Resistant Materials) (2 carousel)	
Drama (2)	Drama (2)	Drama (2)
Geography (4)	Geography (4)	Geography (4)
History (4)	History (4)	History (4)

Computing/ ICT (2)	Computing/ ICT (2)	Computing/ ICT (2)
Modern Foreign Languages (Spanish or French) (6)	Modern Foreign Languages (Spanish or French) (6 or 4 if in DT carousel)	Modern Foreign Languages (Spanish or French) (6)
Music (2)	Music (2)	Music (2)
Physical Education/ Games (4)	Physical Education/ Games (4)	Physical Education/ Games (4)
PSHEE/ Citizenship (2 rolling)	PSHEE/ Citizenship (2 rolling)	PSHEE/ Citizenship (2 rolling)
Religious Education (2)	Religious Education (2)	Religious Education (2)
		Business and Enterprise (2)

PSHEE is delivered for one hour every week in form groups, but on a rolling basis where it does not occupy a permanent slot on the timetable.

### Curriculum Organisation - Key Stage 4

Our Key Stage 4 (Years 10 and 11) curriculum is characterised by an increasing element of choice for students. Students are able to choose 4 subjects in addition to their core offer. During Year 9, every student is supported to choose and follow courses most appropriate to them for their Year 10 and 11 studies. Students are carefully prepared for making their choices with appropriate advice and guidance. Time allocations for subjects are as follows:

Subject	Periods/ Hours Per Cycle
English	8 hours Y10, 9 hours Y11
Mathematics	8 hours Y10, 9 hours Y11
Science	12 hours Y10; 10 hours Y11 (+2 Period 6 sessions for Triple Science classes)
Physical Education/ Games	2 hours
PSHEE/ Citizenship	2 (rolling)
Option subjects x 4	5 hours
	<b>Total 50</b>

### Curriculum Organisation- Key Stage 5

The Key Stage 5 curriculum is characterised by breadth, quality and progression opportunities that set our students on the correct path to Higher Education, Further Education or employment as young adults. The curriculum (at post-16) is one that offers two pathways to success for students with different abilities and skills. At the transition from key stage 4 to key stage 5 all students are provided

with information and guidance and advised on their choice of pathway, the subjects that match their ability and their career or higher education ambition.

Students can follow either one of the two pathways or a mixture of both:

### **Pathway 1: A Level Programme (Advanced Level Courses)**

A Levels are academic courses that provide students with the necessary requirements for entrance to all Universities courses (including those in the Russell Group). Students can progress to Higher Education degree or diploma level 4 courses at university or other colleges or gain employment/apprenticeships. All A Level courses take two years to complete. Students study each of these subjects for 9 hours per fortnight.

### **Pathway 2: Applied A Level /Level 3 BTECs**

A Levels in Applied subjects / BTEC Level 3 provide students with the opportunity to achieve academic success and apply their knowledge in a practical way, often referred to as a vocational route. Courses are mainly assessed by coursework and an exciting and valuable aspect is their links to industry. These courses study various aspects of the vocational elements of the subject. Students would be expected to select the equivalent of three subjects. Those with higher than the minimum entry requirements may be able to combine their Applied A Levels / Level 3 BTEC with one or two other A level subjects from the Green Pathway. Students study each of these subjects for 9 hours per fortnight, except for double award subjects which are studied for 18 hours per fortnight.

## **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:

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

Teachers will plan lessons so that pupils with SEN 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 SEN policy.

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governors meetings
- Governor school visits
- Reports to Governors
- SIP visits and reports

The curriculum is evaluated annually to ensure that it continues to meet the needs of students. The standards reached by all students are also monitored so that priorities for further development can be agreed. The success of the curriculum will be monitored and evaluated against a range of measures including:

- Government performance measures
- KS4 and 5 examination results and analysis
- Progress data at KS3
- Benchmarking against national standards
- Appraisal objectives
- Annual timetable and curriculum review
- Comparison with local and national priorities at Key Stages 4 and 5
- Evaluation from external agencies
- LA Advisor feedback
- Governor feedback
- OFSTED reports
- Lesson observations
- Work sampling and student interviews
- Parental feedback
- Student recruitment and retention at Key Stage 5 and beyond

Heads of Department and Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutinies
- Lesson observation
- Students' feedback
- Discussions at Departmental meetings

Heads of department and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Senior Leader designated by the headteacher to lead on curriculum and will be approved by the Curriculum, Teaching and Learning Governors Committee. At every review, the policy will be shared with the full governing board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Equality information and objectives
- Accessibility Policy
- Citizenship Policy
- Personal, Social & Health Education Policy
- Sex and Relationship Education Policy
- Careers Education (CEIAG) Policy