



CURRICULUM POLICY

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Upper School Curriculum & Teaching Committee	
Statutory Provision: Non-Statutory Policy	
Policy Author: Sara Dareve	Review Period: Annual
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1. Aims

Our Curriculum Intent

We aim to offer a broad, balanced and ambitious curriculum that is coherently sequenced and personalised to the needs of our students, providing genuine equality of opportunity for all, regardless of starting point, background or need. Through striving for excellence and fostering an enjoyment and love of learning, we aim to make school a memorable and transformative 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.

Cultural capital: we define cultural capital as the essential knowledge, experiences and vocabulary that pupils need to be educated citizens and to succeed in society. Our curriculum is deliberately designed to build this capital for every pupil — particularly those from disadvantaged backgrounds — through an academically ambitious core offer, wide subject choice retained for as long as possible, a strong reading culture, purposeful trips and visits, leadership opportunities and a comprehensive careers programme.

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 and unfamiliar 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, employment and lifelong learning
- Promote equal opportunities for all, to actively challenge racism, sexism, homophobia and all other forms of discrimination whenever they occur
- Be enriched by the communities in which we live and by the wider community, encouraging 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 and build cultural capital

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, adaptive teaching, 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
- Curriculum ambition is not narrowed for any group of pupils; where additional support is provided (for example through intervention or a modified pathway), this is time-limited, evidence-based and kept under regular review

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:

- Equality Act 2010, including the Public Sector Equality Duty
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- Statutory guidance on Relationships Education, Relationships and Sex Education (RSHE) and Health Education (DfE, 2019, statutory from September 2020)
- Careers guidance and access for education and training providers, including the Baker Clause (Technical and Further Education Act 2017, s42B), which places a duty on schools to provide access to a range of technical education and apprenticeship providers for pupils in Years 8–13
- Keeping Children Safe in Education (curriculum implications for safeguarding, online safety and child-on-child abuse)

It refers to the curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook, and 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), disadvantaged and those with EAL
- 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 , and provides appropriate challenge on outcomes for all groups of pupils
- Pupils from year 7 onwards are provided with independent, impartial careers guidance that 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 or EAL

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 remains ambitious and fit for purpose, using the quality-assurance cycle set out in Section 13
- Regularly report to governors about the curriculum and its development, including outcomes for disadvantaged pupils, pupils with SEND and other vulnerable groups
- Keep up to date with national curriculum, assessment and inspection framework developments and brief staff and governors accordingly
- 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:

- Keep up to date with national curriculum, assessment and inspection framework developments and brief staff and governors accordingly
- 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

3.5 All Teaching Staff

All teachers are responsible for implementing this policy within their own classroom practice. They will:

- Deliver the curriculum as planned by their department, following agreed schemes of work and the school's Teaching and Learning principles
- Set high expectations for every pupil, using assessment information to plan suitably ambitious and adaptive teaching, including for pupils with SEND, EAL and disadvantaged pupils
- Use formative assessment routinely within lessons to check understanding and address misconceptions
- Contribute to the school's reading and literacy priorities within their subject
- Engage fully with CPD relating to curriculum and pedagogy, and act on feedback from line management, learning walks and book scrutiny

4. Curriculum Design: Intent, Implementation and Impact

4.1 Intent

Our curriculum approach brings relevance to our students in recognition of the diversity and range of experiences within our community. Our curriculum is ambitious and inspires students' aspirations and love of learning. To support our learners, curriculum content is deliberately spiralled and revisited, enabling students to build knowledge, skills and experiences cumulatively and commit them to long-term memory.

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 lacks the resources 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 from the point of transition
- We aim to develop our students' cultural capital in a variety of ways across the curriculum, including promoting a love of reading to develop literacy and extend vocabulary, with students exposed to a wide range of literature (see Section 5)
- Trips to central London and beyond provide new and powerful experiences and learning opportunities, taking advantage of resources in the city and the local area
- Our curriculum is kept broad for as long as possible in Key Stage 3, and students of all abilities are given full access to humanities, languages, technology and creative subjects across all Key Stages
- Our curriculum recognises our above-average proportion of disadvantaged students and is deliberately ambitious, with a significant majority of students taking a full suite of English Baccalaureate subjects at Key Stage 4 and strong take-up of maths and science at Key Stage 5
- Our careers education provision reflects the eight Gatsby Benchmarks. Through our comprehensive careers programme, all students receive guidance on their next educational steps and future careers, raising aspirations and providing experiences that prepare them for the world of work
- Our comprehensive and carefully sequenced PSHE programme is mapped to meet the needs of our students. Leadership programmes and our varied extra-curricular offer provide experiences that many of our students would not otherwise have
- We work closely with external agencies and our community to address safeguarding issues, building positive relationships with the Police and raising awareness of local risks (including gang culture and knife crime) and how students can protect themselves

4.2 Implementation

Medium- and Long-Term Planning Expectations

Every subject publishes a long-term curriculum plan which shows what is taught in each year group across the year, showing how knowledge and skills build cumulatively towards defined end points. Every teacher must follow this to ensure consistency. Each department has 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 includes the following school-agreed features:

- Aims/objectives/key questions, and how these build on prior learning
- Skills and knowledge to be learned, including identified tier 2 and tier 3 vocabulary
- Links to prior and future learning, showing the sequence within and across key stages
- Assessment for learning opportunities within the unit, including retrieval and low-stakes checks for understanding
- Homework tasks for the unit, in line with the school's Homework Policy
- Adaptive teaching and differentiation approaches, including provision for SEND, EAL and disadvantaged pupils

- Literacy and numeracy links, including planned extended writing

Teaching and Learning Principles

Teaching across the school follows an agreed lesson structure (the 'Preston Manor lesson flow') covering Do Now, Teach, Practice and Plenary, as set out in the Teaching and Learning Policy. This ensures that every lesson includes retrieval practice, clear modelling, opportunities for extended writing/practice and checks for understanding that inform in-the-moment adaptation. Consistency is secured through CPD, learning walks, coaching and department-level moderation, and is monitored through the quality-assurance cycle in Section 13.

Assessment

Assessment is central to effective implementation. Departments use:

- Regular, low-stakes formative assessment within lessons to check understanding and inform adaptive teaching
- Summative assessment points across the year, standardised and moderated within departments to ensure consistency of judgement
- Data analysis by group (including SEND, disadvantaged, EAL, gender and ethnicity) at each assessment point to identify and address gaps
- Clear, timely reporting to parents/carers on progress and next steps, in line with the Assessment Policy

4.3 Impact

The impact of the curriculum is evaluated through a combination of outcomes and in-year evidence, including examination results and progress measures, destinations and progression data, reading age and literacy data, and the qualitative evidence gathered through the quality-assurance cycle set out in Section 13. This evidence is used to identify strengths, address gaps and inform curriculum development priorities each year.

5. Reading and Literacy

A strong reading culture underpins access to the whole curriculum. We are committed to ensuring every student reads fluently, widely and often, and that gaps in reading ability are identified early and closed quickly.

- All relevant year groups are assessed using a standardised reading test (Access Reading Test, ART) to identify students reading significantly below their chronological age
- Students identified through ART, or otherwise known to be struggling readers, are enrolled on a targeted reading intervention programme, monitored by the Literacy Lead and SENCO
- Class teachers, Heads of Year and the SENCO receive cohort reading data to inform planning, seating and in-class support
- Tutor time includes a structured reading programme, and departments promote disciplinary literacy and subject-specific vocabulary as part of curriculum planning
- Progress of intervention students is tracked through re-testing, with outcomes reported to SLT and governors
- Further detail is set out in the school's Reading and Literacy Strategy.

6. Curriculum Organisation

6.1 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 (8)
Mathematics (8)	Mathematics (8)	Mathematics (8)
Science (6)	Science (6)	Science (6)
Art and Design (2)	Art and Design (2)	Art and Design (2)
Drama (2)	Design Technology (Food & Resistant Materials) (2 carousel)	
Geography (4)	Drama (2)	Drama (2)
History (4)	Geography (4)	Geography (4)
Computing/ ICT (2)	History (4)	History (4)
Modern Foreign Languages (Spanish or French) (6)	Computing/ ICT (2)	Computing/ ICT (2)
Music (2)	Modern Foreign Languages (Spanish or French) (6 or 4 if in DT carousel)	Modern Foreign Languages (Spanish or French) (6)
Physical Education/ Games (4)	Music (2)	Music (2)
PSHE/ Citizenship (2 rolling)	Physical Education/ Games (4)	Physical Education/ Games (4)
Religious Education (2)	PSHE/ Citizenship (2 rolling)	PSHE/ Citizenship (2 rolling)
Religious Education (2)	Religious Education (2)	Religious Education (2)

PSHE 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.

6.2 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
PSHE/ Citizenship	2 (rolling)
Option subjects x 4	5 hours
	Total 50

6.3 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 (Level 3 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: Level 3 Vocational courses

Courses in Vocational subjects, provide students with the opportunity to achieve academic success through a combination of theoretical knowledge, practical skills, and mandatory exams. Courses usually have a core coursework component, alongside links to industry. Students would be expected to select three subjects. Those with higher than the minimum entry requirements may be able to combine their Vocational choice with one or two other A level subjects. Students study each of these subjects for 9 hours per fortnight.

Post-16 curriculum overhaul:

Across the next few years, the post-16 curriculum will be overhauled nationally in a significant way. Btecs are being phased out completely, with AAQs now coming in, for students to study alongside A Levels. The new T Levels are increasing in terms of the subjects Sixth Forms can offer and the V Levels are also set to be introduced as a core aspect of post-16 education. Guidance and information for prospective students will be created and delivered in assemblies, promotional materials and our Open Evening.

7. Inclusion and Adaptive Teaching (SEND)

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)

The school follows the graduated approach (Assess, Plan, Do, Review) set out in the SEND Code of Practice. Quality First Teaching — ambitious, adaptive teaching within the classroom — is the first response to pupils' needs, supplemented by targeted intervention where required. Teachers plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject wherever possible, and ensure there are no barriers to any pupil achieving. Access arrangements for assessments are identified and applied in line with statutory requirements.

Teachers also take account of the needs of pupils whose first language is not English (EAL). Lessons are planned so that teaching opportunities help pupils to develop their English while accessing the full curriculum, drawing on EAL-specific strategies for vocabulary and language scaffolding.

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

8. Disadvantaged Pupils and More Able Pupils

Disadvantaged Pupils

Curriculum ambition is not reduced for disadvantaged pupils. Departments plan explicitly for the needs of disadvantaged students, including through vocabulary instruction, reading support, targeted use of assessment data and prioritised access to enrichment, trips and leadership opportunities. Progress and outcomes for disadvantaged pupils are analysed separately at every assessment point and reported to governors. Further detail is set out in the school's Pupil Premium Strategy Statement.

More Able Pupils

Departments plan for stretch and challenge within everyday teaching, supplemented by targeted enrichment such as subject-specific extension work, university outreach and scholars' programmes, and participation in external competitions. More able pupils are identified and tracked, with their progress towards the highest grades monitored as part of standard data analysis.

9. Relationships, Sex and Health Education (RSHE)

Relationships Education (primary phase), Relationships and Sex Education (secondary phase) and Health Education are statutory, and are delivered in line with the DfE's statutory guidance (2019) and read in conjunction with the school's RSHE Policy. The personal and social development of pupils is of paramount importance, and every member of staff supports the wider PSHE programme in which RSHE sits.

RSHE is delivered by trained staff to mixed groups of pupils, with sensitive topics handled thoughtfully and without being restricted to single-sex groups except where specific content warrants it. Religious Education reinforces many of the moral issues and values that arise during RSHE teaching, and related themes of responsibility and social roles are addressed on a cross-curricular basis as well as within dedicated PSHE lessons.

Pupils' questions are addressed sensitively and are not disregarded, whether raised in group activities or on a one-to-one basis with a member of staff with pastoral responsibility.

Parents have the right to request that their child be withdrawn from the sex education elements of RSHE (but not from Relationships Education or Health Education), in line with statutory guidance. Requests should be made to the Headteacher and will be considered and responded to in line with the RSHE Policy.

The aims of the RSHE programme are to:

- Deliver a programme that values family life in its widest context while recognising the complex cultural and religious backgrounds of individuals in the school
- Discover what pupils already know, understand, think and feel, and build on this appropriately
- Adapt the programme to meet identified individual needs, including those of pupils with SEND
- Help pupils navigate their changing world safely and confidently, including online

10. Spiritual, Moral, Social and Cultural Development, and British Values

SMSC development and the promotion of fundamental British values are at the heart of the curriculum. Pupils address key aspects of this, 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 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 democratic processes, including respect for the basis on which the law is made and applied in England
- Developing tolerance of and respect for those with different faiths, beliefs and lifestyles, and challenging discriminatory behaviour and language wherever it occurs

This is read in conjunction with the Personal, Social & Health Education Policy.

11. Careers Information, Advice and Guidance (CIAEG)

Preston Manor School is proud of its work in CIAEG, which it sees 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, and fulfils its statutory duty to ensure that students in Years 8 to 13 obtain independent careers guidance. In line with the Baker Clause, the school provides opportunities for a range of education and training providers to access students to discuss technical education qualifications and apprenticeships, publicised through our Provider Access Policy.

CIAEG is delivered in a variety of ways, including:

- Drop-down days
- Careers fair
- Visits to careers events
- External speakers coming into school
- Assemblies and form time
- Some PSHE lessons
- One-to-one careers guidance interviews for identified students

Further detail is set out in the Careers Education (CEIAG) Policy.

12. Extra-Curricular Provision and Enrichment

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. 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 taught curriculum, building the cultural capital referred to in Section 1.

Tutor Time

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

- Year group assembly
- The teaching of PSHE/Citizenship — tutors follow a programme of study for their year group that meets statutory requirements

13. Monitoring, Evaluation and Quality Assurance

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 and Ofsted reports
- OFSTED reports
- Lesson observations
- Work sampling and student interviews
- Parental feedback
- Student recruitment and retention at Key Stage 5 and beyond

The following quality-assurance cycle sets out how Heads of Department, subject leaders and senior leaders monitor curriculum implementation in-year:

Activity	Frequency / Lead	Focus
Learning walks/drop ins	HoDs/AHT T&L, at least half-termly per department	Consistency of the PM lesson flow, adaptive teaching, Do Now quality, seating plans
Book/work scrutiny	HoDs, at least once per half-term	Sequencing, progress over time, extended writing, feedback, presentation
Department self-review and development plans	HoDs, termly, reported to Curriculum Lead	Curriculum coverage, assessment outcomes, action against SDP priorities
Student voice	SLT/HoDs, termly as part of book scrutiny process	Pupil experience of the curriculum, engagement, clarity of sequencing
Line management meetings	SLT link/HoDs, half-termly	Curriculum implementation, staffing, resourcing, intervention
Data drops and progress analysis	SLT/Data team, each assessment point	Attainment and progress by group (SEND, disadvantaged, EAL, gender, ethnicity)

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

14. 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