



# Curriculum Policy

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Link Manager:	L Rainey, Deputy Headteacher
Governor Committee:	Standards and Achievement

# Sale High Curriculum Policy 2025-26

## Curriculum Intent

Sale High School aims to deliver a curriculum that will provide our students with a broad range of essential knowledge and key skills, that is carefully ordered and sequenced in a way that enables students to know more and remember more. It will help students to develop characteristics which will equip them for success in school and beyond and will give them the opportunity to benefit from a wide range of high-quality experiences.

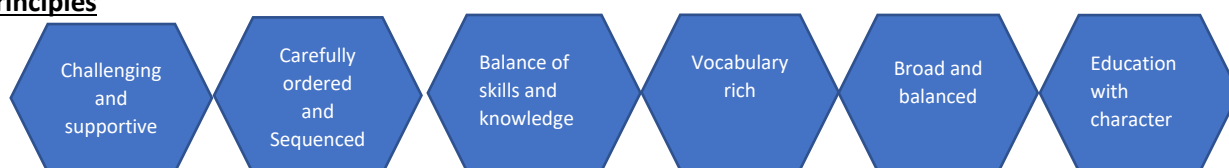
**Knowledge-** the curriculum should enable students to study and acquire a breadth and depth of knowledge which builds on knowledge learned at primary school.

**Skills-** the curriculum should develop a wide range of skills such as literacy, numeracy, ICT, study, careers and financial management.

**Characteristics-** the curriculum should support the development of characteristics in all our members such as happiness, self-respect, empathy, honesty, resilience and a thirst for knowledge.

**Experiences-** our curriculum should support our students by giving them a wide range of rich experiences which support their learning and enrich their social capital.

## Principles



- ▶ Meets the needs of our community and allows them to flourish
- ▶ Thinking is nurtured and developed. It is made enjoyable by being pitched at the right level. Students enjoy their learning and find it **engrossing and engaging**. The curriculum is challenging and supportive.
- ▶ The right conditions for learning are created to ensure students have room in their **working memory** to manage the cognitive load of tasks and process the new learning. We work from a position that **knowledge is 'sticky' and generative**, the more you know the more you are able to grasp new concepts and skills. The curriculum is built around the idea that students' ability to understand new knowledge is dependent on the factual knowledge they already have. We aim to ensure that **foundational knowledge**, skills, and concepts are secure before moving on. Students should revisit **prior learning** and apply their understanding in new contexts. Learning is organised to ensure progress and progression. **Progress** is knowing more, remembering more and being able to make links between ideas and concepts easily.
- ▶ Students learn **knowledge and skills** alongside each other. The school does not see a separation of the teaching of knowledge and skills but rather that the teaching of both is intertwined. 'Skill' is defined as a complex performance based on what someone knows- the performance could be physical or it could be cognitive – solving an equation or scoring a goal.

- ▶ We work to address the **vocabulary gap**. We know that vocabulary size relates to academic success and increasing students' vocabulary is crucial for increasing their breadth of knowledge. Students' ability to understand is predicated on their understanding of key definitions and key terms.
- ▶ Students have a **broad pastoral education**. They are knowledgeable about **careers and pathways**. They are able to make informed choices and know how to keep themselves well and safe. We educate students to treat others with respect and to live in accordance with the core values of freedom of speech, tolerance, mutual respect and the rule of law. The **SMSC development and ethos** is intended to spark curiosity and to nourish both the head and the heart.

## Curriculum Outcomes

Sale High School's curriculum will:

- Fulfil statutory requirements including the delivery of the National Curriculum.
- Include breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Provide access to a full range of learning experiences beyond statutory guidelines.
- Meet the needs of young people of all abilities, enabling all students to fulfil their potential.
- Lead to qualifications that hold currency for employers and for entry to higher education.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Ensure continuity and progression within the school and next steps.
- Foster excellent evidence-based teaching approaches.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life – gaining an understanding of the world in which they live.
- Focus on the core skills such as numeracy, literacy, ICT and independent skills that will enable students to become life-long learners.

## Roles and Responsibilities

### **The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the head 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 teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for Students to cover and meet the required standards.
- Proper provision is made for Students with different abilities and needs, including children with special educational needs (SEND)

- All courses provided for Students 16 and below, that lead to qualifications, such as GCSEs and Vocational course are approved by the secretary of state
- It participates actively in decision-making about the breadth and balance of the curriculum
- The school offers appropriate careers guidance

### **Senior Leader for Curriculum– Quality of Education-**

The Senior Leader will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives and indicate how the needs of individual students will be met.
- Quality assurance of the curriculum is robust, and findings are shared with governors and staff.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

### **Headteacher and Governing Body**

The headteacher and Governing Body is responsible for ensuring that this policy is adhered to, and that:

- It considers the advice of the Senior leader for Curriculum when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.
- All required elements of the curriculum, and those 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 Students 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.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- 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 students with different abilities and needs, including children with SEND.

## **SLT Liaison to Middle Leaders**

The SLT Liaison to Middle Leaders (MLs) will ensure that:

- They have an oversight of curriculum structure and delivery within each link department.
- Curriculum planning - Detailed and up-to-date Curriculum over plans, Schemes of Learning, assessments (KS3), Pre-Public Examinations (KS4) are in place for the delivery of courses within each key stage.
- Curriculum planning is monitored and reviewed on a regular basis.
- NEA are planned and delivered, adhering to all exam board guidance
- Levels of attainment and rates of progression are discussed with ML on a regular basis and that actions are taken where necessary to improve these.

## **Middle Leader**

ML will ensure that:

- Curriculum design aligns with the School's Curriculum Principles.
- Planning is in place for all courses. Subject curriculum documents such as curriculum plans and Schemes of Learning (SOL) will be designed and updated
- Curriculum plans and SOL give clear guidance on Unit/Lesson content.
- SOLs encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses.
- There is consistency of approach towards assessment. Students in Year 7 -9 have a mid- year and summer examination. KS4 have 2 pre-public examinations (PPEs). Feedback follows any marked piece of work and intervention is addressed.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs for curriculum planning and delivery within their area of responsibility.
- They keep their line manager and SLT in charge of curriculum informed of proposed changes to curriculum delivery.

## **Teaching Staff and Intervention Leaders**

Teaching staff and Intervention Leaders (ILs) staff will:

- Ensure that their subject's curriculum is implemented in accordance with this policy.
- Be involved in the design of their subject's curriculum.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, student data to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

- Share and exchange information about best practice amongst their colleagues in different schools through external and internal networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities – British Values / Cultural Capital.

### **Students**

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly through subject intervention programmes.
- Receive co-ordinated options support to enable them to make the appropriate curriculum choices at Key Stage 4.

### **Parents**

Parents will:

- Be consulted about their child's learning and in planning their future education at Welcome events, Parents and Pathways Events.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it - at Parents Evenings and Pathway Evenings.
- Be informed of any decisions to change the setting of their child.

## **Monitoring, Evaluation and Review**

The Governing Body will receive an annual report from the SLT Data and Assessment Lead on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage, taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students achieving the EBACC suite of qualifications.
- Key measures including 4EM%, 5EM%, P8, A8

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Curriculum Delivery (Organisation and Planning)**

- The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by intervention leaders (ILs).
- Please see separate School Policies in reference to Careers Education, Assessment and feedback, and Teaching and Learning.
- All MLs attend SLT Line Management Meetings and agenda items include Curriculum.

### **Key Stage 3**

- In years 7-9 all students are taught English, maths, science, French or Spanish, history, geography, computer science (including digital literacy in year 7), design and technology, food technology, PE, art, music, drama, PSHE and RE.
- Early intervention strategies should be employed to ensure individual students' barriers to learning are addressed

### **Key Stage 4**

- In years 10 and 11 all students take GCSE courses in English, English Literature, maths, science and all students benefit from core PE lessons and a personalised learning curriculum including PSHE and RE.
- Students study a selection of subjects from computer science, IT Cambridge National (year 11 only), triple science, history, geography, French or Spanish, PE, art, music, drama, health & social care, design and technology, food technology, food and cookery NCFE, engineering NCFE, travel and tourism BTEC (from year 10) and Business GCSE (from year 10).
- All students follow courses leading to GCSE or equivalent qualifications
- Where appropriate, personalised Learning programmes are offered through the Learning Hub.

### **Enrichment**

- Effective use is made of external resources and out-of-school activities to contribute to learning. For example, extra-curricular activities, study support, field trips, residential experiences, theatre visits, visits abroad, links with industry and links with the local community.

### **Setting Arrangements**

- When entering school in year seven students are allocated a mixed ability form group using KS2 data and qualitative information from primary schools.
- In year 7, 8 and 9 the school has 2 'sides' of the year of equal ability.
- In KS4 year 10 and 11 are set in English, maths and science.
- The arrangements are regularly checked by the ML and pastoral team to ensure needs are met.
- Students will usually remain in their mixed ability tutor group until year 11 when intervention forms are introduced.
- Setting is established in maths, English, science using teacher assessments and a combination of internal and external data. This will begin from year 8.
- In Key stage 4 setting arrangements are made within departments where classes allow (it is not always possible for option subjects to 'set'). The setting arrangements are the

responsibility of the ML to submit the information to parents and to the pastoral secretary. Lists of students should be checked regularly to ensure such information has been processed.

- Setting arrangements will also be reviewed at the data meetings (3x per year).

#### **In Admissions/ In-year Admissions**

- Students joining in-year KS2 and pastoral data be used to place them in an appropriate set/class for their year group. Students with no KS2 data will take the CAT/Yellis test and be placed in an appropriate set for their year group. For managed moves or IYFAP admissions, SLT Curriculum Lead/pastoral lead to liaise to best place students into the correct set/option choices.

Set changes will take place following assessment windows to ensure minimum disruption to teaching and learning. When all set moves have been agreed, parent/carers will be informed of set changes. The student will receive a new timetable and the list of set changes will be emailed to all staff. It is up to individual class teachers to check this list and prepare for new students.

#### **PSHE**

PSHE education is provided to Years 7- 11 during one lesson per fortnight, form time and assembly. . This includes:

- Delivery of all mandatory content and address safeguarding concerns
- Responding to parent and staff priorities
- Careers Information and Guidance including money related issues
- E-Safety, Safeguarding and Child Protection
- Health and well-being
- Growing and Changing
- Relationship and Sex Education
- Bullying and discrimination
- Citizenship
- Media and digital literacy
- British Values
- Social, Moral, Spiritual and Cultural Education (SMSC)

#### **Form Time**

- Assembly
- Attendance
- Goal Setting and Motivation
- Social, Moral, Spiritual and Cultural Education
- School charities and Form competitions
- Student leadership
- Reading
- Focus on the national/world news
- SALE awards



## **7.5 Subjects**

Resources to support subjects include:

- Pastoral resources
- Subject Network meetings – sharing of good practice
- Subject – Examination board resources – AQA / OCR/ WJEC/ Edexcel (Pearsons), NCFE etc.
- Teachers own resources- collaborative planning in departments

## **Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment and set appropriate challenge for all.

Students with high prior attainments

Students with low prior attainment

Students from disadvantaged backgrounds

Students with SEN

Students with English as an additional language (EAL)

Teachers will plan lessons to ensure where possible that all students can access the curriculum.

## **Monitoring arrangements**

At Sale High School, Governors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits with the headteacher and senior leaders
- Full Governors Meetings and Sub Committee Meetings
- Student Voice

The Quality of Education team (SLT) and ML monitor the way subjects are taught through Quality Assurance processes during the academic year.

These include:

- External reviews (deep dives) at school and department level.
- Curriculum overview planning
- SOL – Yr. 7-11 (sequencing of lessons)
- Line management meetings
- Mid -year and End of Year exams – KS3
- Pre- Public Examinations – KS4
- Data Analysis
- SLT line management meetings
- Work Scrutiny
- Learning walks and lesson observations
- Book reviews
- Student voice – subject specific / form time
- Teacher Voice – Learning Walks and lesson observations
- Homework monitoring
- Annual curriculum review

- Headteachers report to governors to include curriculum review

ML also have responsibility for monitoring the way in which resources are stored and managed.

## **10. Curriculum links with other policies**

This policy links to the following policies and procedures:

- Assessment and Feedback Policy
- SEND Policy
- Equality Duty
- Teaching and Learning Policy
- Information Careers Advice and Guidance Policy

## **Appendices**

### **Year 7 Curriculum Coverage**

Subject	Hours per fortnight
English	8
Maths	8
Science	7
Languages	4
History	3
Geography	3
Religious Education	2
Computer Science	2
Technology (Food and DT)	3
Music	2
Art	2
Drama	1
PE	4
PSHCE	1
Total	50

### **Year 8 Curriculum Coverage**

Subject	Hours per fortnight
English	8
Maths	8
Science	7
Languages	4
History	3
Geography	3
Religious Education	2
Computer Science	2
Technology (Food and DT)	3
Music	2
Art	1
Drama	2
PE	4
PSHCE	1
Total	50

### Year 9 Curriculum Coverage

Subject	Hours per fortnight
English	8
Maths	7
Science	8
Languages	4
History	3
Geography	3
Religious Education	2
Computer Science	2
Technology (Food and DT)	3
Music	1
Art	2
Drama	2
PE	4
PSHCE	1
Total	50

### Year 10/11 Curriculum Model

Subject	Hours per fortnight
English	9
Maths	8
Science	9
Core PE	3
PSHCE (including RE)	1
Option 1	5
Option 2	5
Option 3	5
Option 4	5
Total	50

Year 11 have an additional period 6 on a Tues, Wed, Thurs **and Fri**

## **KS4 Exam Boards**

### **Year 10**

Subject	Qualification	Exam Board
English Language	GCSE	AQA
English Literature	GCSE	AQA
Maths	GCSE	AQA
Combined Science	GCSE (x2)	Pearsons
History	GCSE	AQA
Geography	GCSE	AQA
PE	GCSE	AQA
Health and Social Care	BTEC (Level1/2)	Pearsons
Spanish	GCSE	AQA
Design and Technology	GCSE	Eduqas
Computer Science	GCSE	OCR
Food Preparation and Nutrition	GCSE	Eduqas
IT Level 1/2	Cambridge National	OCR
Food and Cookery level 1/2	Technical award	NCFE
Engineering	Technical award	NCFE
Art and Design	GCSE	AQA
Music	GCSE	Edexcel
Religious Studies	GCSE	AQA

### **Year 11**

Subject	Qualification	Exam Board
English Language	GCSE	AQA
English Literature	GCSE	AQA
Maths	GCSE	AQA
Combined Science	GCSE (x2)	Pearsons
History	GCSE	AQA
Geography	GCSE	AQA
PE	GCSE	AQA
Health and Social Care	BTEC (Level1/2)	Pearsons
French	GCSE	AQA
Design and Technology	GCSE	Eduqas
Computer Science	GCSE	OCR
Food and Cookery level 1/2	Technical award	NCFE
Art and Design	GCSE	AQA
Music	GCSE	Edexcel