



Great Marlow School

Excellence • Compassion • Integrity

CURRICULUM STATEMENT AND POLICY

Recommended by the Leadership Team:	November 2024
Approved by Trustees' Policies Sub Committee/ Curriculum Committee:	November 2024
Ratified by Trustee Board/Board:	December 2024
Review Due:	Summer Term 2025

Indicate as appropriate:

There **has been** a change to the previous policy.

Curriculum Policy

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils and instil the core values of the school **excellence, compassion and integrity**
- Enable pupils to develop as **reflective** learners the knowledge, concepts and skills, with the ability to apply these to become **successful global citizens**
- Enable pupils to develop spiritually, morally, socially and culturally and develop them to fully appreciate **diversity**
- Ensure pupils' physical development is understood and that pupils take **responsibility** for their own health, and enable them to be active
- Promote a positive attitude towards learning so that pupils enjoy school, leading to them becoming life-long learners
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide a curriculum that reflects the school's local position and provide a range of subject choices that support pupils' learning and progression enabling them to work towards achieving their goals
- Develop pupils' independent learning skills, encouraging students to be resourceful and demonstrate **resilience**, to equip them for their aspirations in further/higher education and/or employment

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](#).

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
- The School vision to ensure a '**high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.**' is reflected in the design of the curriculum
- 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
- All 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 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 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Senior and middle leaders have the responsibility to ensure that the school curriculum is implemented in accordance with the policy and that the individual departments provide a curriculum that reflects the **vision and values** of the school, a curriculum that is challenging and develops and recognises the skills to develop **successful global citizens**
- Heads of Department have clear expectations on the **intent** of their curriculum and how it is **implemented** in their subject area. They are involved in curriculum planning and mapping and regularly review their curriculum to evaluate the impact. In addition to this, Heads of Department ensure that the curriculum allows student **potential to be released** and **excellence to be achieved**.
- The curriculum is focused on deep learning opportunities where students are able to recall and retain information and all staff have a responsibility to ensure that students can apply their learning in one curriculum subject to other areas.

4. Organisation and planning

Our KS3 curriculum is built on the foundation of our core values, **excellence, compassion and integrity**. Students are provided with appropriately challenging learning opportunities where they are encouraged to enjoy learning, develop **resilience** and take **responsibility**. The curriculum is broad, relevant, promoting respect amongst our learners. It allows literacy to grow progressively, with vocabulary, spelling and sentence writing being frequently, yet smoothly, reinforced.

The curriculum at KS3 complies with the requirements of the National Curriculum. In Year 7 RSHE was introduced in 2019/20 which has had implications on the curriculum time for History and Geography.

Year 7: Students are split into 3 houses, Eagles, Hawks and Kites with each house having an equal amount of students (PAN 230). There are 9 form groups that are all mixed ability and all subjects are taught in these form group classes with the exception of the core subjects and Design Technology which is taught in smaller groups due to Health and Safety regulations.

Mathematics and Science are taught in the mixed ability houses. English set students within each house into 3 groups.

Subjects	Curriculum hours per fortnight
<i>English</i>	7
<i>Mathematics</i>	7
<i>Science</i>	6
<i>History</i>	4
<i>Geography</i>	4
<i>Languages</i>	French - Eagles (4) Spanish - Hawks and Kites (4)
<i>Computing</i>	2
<i>Citizenship/ RSHE</i>	2
<i>RS</i>	2
<i>Music</i>	2
<i>Art</i>	2
<i>Drama</i>	2
<i>Technology</i>	2
<i>Health and Physical Education</i>	4

Year 8

In their second year at Great Marlow School students are taught in mixed ability teaching groups. Mathematics and Science are taught in the mixed ability houses. English set students within each house into 3 groups

Subjects	Curriculum hours per fortnight
English	7
Mathematics	7
Science	7
History	4
Geography	4
Languages	4 (Eagles- Spanish, Hawks and Kites – French))
Computing	1
CZ/ RSHE	2
RS	2
Music	2
Art	2
Drama	2
Technology	2
Health and Physical Education	4

Year 9: Students are taught in one of 3 houses, Eagles, Hawks and Kites. Within each house there are 2 top Maths sets and a third set. Science has a top set and 2 equal second sets in each house. Students in English are set into 3 teaching groups in each house.

Subjects	Curriculum hours per fortnight
<i>English</i>	7
<i>Mathematics</i>	7
<i>Science</i>	7
<i>History</i>	4
<i>Geography</i>	3
<i>Languages</i>	4 – Eagles – French Hawks and Kites - Spanish
<i>Computing</i>	1
<i>CZ/ RSHE</i>	2
<i>RS</i>	2
<i>Music</i>	2
<i>Art</i>	2
<i>Drama</i>	2
<i>Technology</i>	2
<i>Health and Physical Education</i>	4

Key Stage 4

All students in Year 10 study

- English

- Mathematics
- Science (Double award – Science Trilogy and Triple Science)

In English, Mathematics and Science students are set within their houses. There are 3 teaching groups in these subjects within each house.

- Relationships, Sex and Health Education (RSHE) has been introduced for pupils in Year 10 (Sept 2019)

From Year 10 students are offered a wide range of subject to study and additional courses (not studied at KS3) are available to pupils.

At KS4 the **Religious Studies** curriculum is delivered by well-planned and sequenced drop down days which provide students with their entitlement to receive a high quality religious education delivered by trained and experienced RE teachers. All students need to acquire the core knowledge and understanding of the beliefs and practices of the religions and worldviews which have not only impacted on their history and culture but in addition guide their own personal development. In addition, at KS4 an experience in Computing is delivered by the Second in Mathematics who currently has responsibility for leading Computing across the school.

GCSE Option Choices

Pupils have to choose one subject from Geography, History, French, Spanish or Computing and then 3 further choices.

GCSE Courses

DT Resistant Materials

DT Graphic Products

DT Textiles

Art and Design

Business Studies

Child Development (Cambridge National Certificate in Child Development)

Citizenship

ICT (Cambridge Nationals)

Drama

Food Preparation and Nutrition

Hospitality and Catering (Level 1/2 award)

French

Geography

History

Music

Media Studies

Physical Education

Religion, Philosophy and Ethics

Year 10: Students are split into 9 form groups, 3 in each house, Eagles, Hawks and Kites. English, Mathematics and Science are set within these houses. All option subjects are taught in mixed ability groups. RSHE is taught in form groups.

Subjects	Curriculum hours per fortnight
<i>English</i>	7
<i>Mathematics</i>	7
<i>Science</i>	8
<i>RSHE</i>	2
<i>Option A</i>	5 (In Yr 11 this option will have 6 lessons)
<i>Option B</i>	5 (In Yr 11 this option will have 6 lessons)
<i>Option C</i>	6 (In Yr 11 this option will have 5 lessons)
<i>Option D</i>	6 (In Yr 11 this option will have 5 lessons)
<i>PE</i>	4

Year 11: Students are taught in the Eagles, Hawks and Kites. English, Mathematics and Science are set within these bands.

Subjects	Curriculum hours per fortnight
<i>English</i>	7
<i>Mathematics</i>	7
<i>Science</i>	8
<i>RSHE</i>	2
<i>Option A</i>	6 (In Yr 10 this option had 5 lessons)
<i>Option B</i>	6 (In Yr 10 this option had 5 lessons)
<i>Option C</i>	5 (In Yr 10 this option had 6 lessons)
<i>Option D</i>	5 (In Yr 10 this option had 6 lessons)
<i>PE</i>	4

Key Stage 5

A wide range of subjects are offered at Key Stage 5. In Year 11 all students are offered a guidance discussion relating to their choices so that they are able to choose an appropriate programme of subjects.

All subjects in Year 12 receive 8 hours of teaching across the 2-week timetable

Subjects in Year 13 receive 9 hours of teaching across the 2-week timetable

At KS5 delivery of the **Religious Studies** curriculum is once again delivered by well-planned and sequenced drop down days which build on the religious education delivered at KS4. At KS5 these days develop further understanding of religious, philosophical and ethical themes. In addition, at KS5 an experience in Computing is delivered by the Second in Mathematics who currently has responsibility for leading Computing across the school.

Sixth Form subjects

Art, Craft and Design

Ancient History

Business Studies

Biology

Chemistry

Computer Science

Drama and Theatre Studies

English Literature

French

Geography

History

Law Mathematics

Music

Media Studies

BTEC L3 Creative and Media

Physical Education
BTEC Certificate in Sport
Physics
Politics
Design Technology – Product Design
Textile Design
BTEC Public Services
Psychology
Spanish
Statistics
BTEC Travel and Tourism
T level Technical Qualification in Childcare and Education

Leadership of the Curriculum

Specific members of the Leadership Team have responsibility for the overview of the curriculum, including:

- Organisation of the timetable
- Viability of courses
- Placement of students
- Assessment
- Careers Guidance

All departments are line managed by a designated member of the Leadership Team

Heads of Department have responsibility for the strategic leadership and direction of specific subject areas. These responsibilities include:

- Organisation and review of Schemes of Work
- Resource management in their department
- Spiritual, moral, social and cultural development
- How the subject curriculum covers the following, making reference to separate school policies on these where relevant:
 - Sex and relationship education (if applicable)
 - Spiritual, moral, social and cultural development
 - British values
 - Careers guidance (secondary schools only)
 - Short, medium and long-term planning expectations
 - What resources are available to support curriculum delivery

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:

- More able pupils
- 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 and information report.

6. Monitoring arrangements

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

- Trustees Monitoring Visits
 - Learning walks
 - External consultant reviews
- Trustees Learning and Personnel Committee
- Feedback from Departmental Development days
- School council feedback
- Student voice

The Deputy Headteacher responsible for Learning and Teaching is responsible for the overall day to day planning of the curriculum timetable.

Heads of department/subject leaders monitor the way their subject is taught throughout the school by:

Department Development days

Quality Assurance

Learning walks

Work/ book scrutiny

Student voice

School council

This policy will be reviewed every year by the Headteacher/ Deputy Headteacher and Learning and Personnel Trustees. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and Learning Policy
- SEN policy and information report
- Equality