



# THE MINSTER SCHOOL

## CURRICULUM POLICY

**School Lead:** Assistant Head - Curriculum

**Governor Lead:** Chair of the SD&PC

**Last reviewed:** Spring 2021

**Date of next review:** Spring 2023

**Signed by Chair of Governors or Chair of Committee:**

**Date:** 23/02/21

*This policy has been written with due regard to the school equality policy*

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### I. Aims

The school curriculum is the way in which we deliver our School Ethos and our stated aim of Succeeding Together. Our curriculum aims to:

- Enable all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of their life
- Provide a broad and balanced education for all pupils through rich and varied learning experiences
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Provide opportunities for all to explore and develop their own beliefs and values whilst reflecting on the relevance of Christian beliefs to their lives
- Promote a thirst for knowledge and a love of learning
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support; as a student moves through the school their curriculum is increasingly personalised
- Provide subject choices that support pupils' learning and progression, leading to qualifications of value to employers and for entry into higher education and enabling students to work towards achieving their goals
- Develop students' independent learning skills, resilience and other employability skills, to equip them for further/higher education and 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](#).

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

### 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
- 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 Assistant Headteacher (Curriculum)**

The Assistant Headteacher is responsible for ensuring the curriculum offered to each student supports their academic progress, their wider development and their future progression and that:

- The timetable balances and fulfils the needs of different students, departments and Key stages
- Curriculum programmes are appropriate to meet learner needs, particularly for disadvantaged and SEN support students.
- They manage requests to withdraw children from curriculum subjects, where appropriate

### **3.4 Curriculum Team Leaders**

Curriculum Team Leaders are responsible for ensuring that long and medium term planning is in place for all courses. Such schemes of learning will contain curriculum detail on:

- The knowledge and skills to be learned
- The endpoints towards which the curriculum is building including appropriate awarding bodies and courses 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
- The learning objectives; expected learning outcomes (High, Middle, Low abilities); learning activities; differentiation; opportunities for home learning; common assessment activities; and appropriate resources which support progression at least in line with national standards

Curriculum Team Leaders will also ensure that:

- There is consistency in terms of curriculum delivery. Schemes of learning are in place and are used by all staff delivering a particular course
- Assessment is appropriate to the course and the students following particular courses. There is a consistency of approach towards assessment
- Information about best practice is shared and exchanged amongst their colleagues including in different schools and through external networks, resulting in a dynamic and relevant curriculum

### **3.5 Other staff**

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

## **4. Organisation and planning**

The timetable is based on 48 periods per fortnight lasting 60 minutes each. In addition, tutor time and the non-classroom curriculum are used to support: the development of employability skills; an understanding of fundamental British values; study skills and each student's social, moral, spiritual and cultural development.

#### 4.1 Key Stage 2

Every student is supported to succeed at The Minster Junior School. Our curriculum is designed to make sure all pupils make excellent progress towards the expected standards in reading, writing and maths. The curriculum is carefully mapped out to ensure junior school pupils receive the full curriculum experience, including specialist provision in many subjects provided by teachers from the main school.

The Minster School has a long tradition of excellence in Music and, because of their individual talents, the students in the Junior School make a significant contribution to the celebration of music in the school. A unique feature of the Junior School is the musical atmosphere which pervades the department. To enhance their national curriculum music, students have choral and orchestral sessions each week and time is given to aural training and music theory. Singing is an essential feature of life in the Junior School.

Music tuition is offered to enrich and extend the pupils' musical experiences. All pupils in the Junior School are expected to learn the piano. Currently peripatetic music tuition offered to Junior School pupils includes: piano; upper and lower strings; brass; woodwind; guitar; voice; percussion and harp.

<b>Subject</b>	<b>Hours per fortnight</b>
Maths & English	13.5
Music	6
PE	4
Science & ICT	2
Art, Geography, History, RE, RSE (Relationships and Sex Education) Spanish & Technology	1

#### 4.2 Key Stage 3

The Key Stage 3 curriculum is designed to give all students a broad set of learning experiences supporting them in developing their skills, knowledge and understanding and preparing the foundations for successful further study. The range of subjects includes the Core and Foundation subjects of the National Curriculum.

<b>Subject</b>	<b>Hours per fortnight</b>		
	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
Maths	6	6	6
English	8	6	6
Science	6	5	6
RE/PSHE	3	3	3
MFL	4	7	7
PE	4	4	4
TAD	4	4	4
History	3	2	2
Geography	3	2	2
ICT	2	3	2
Music	2	2	2
Art	2	2	2

Drama	1	2	2
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In year 8 and 9 those students who demonstrate an aptitude for languages are given the opportunity to study a second language (either French or German) alongside their Spanish. Students who are best served by taking only one foreign language instead focus on Spanish and have extra support with literacy.

Hours per fortnight	
Dual Linguists	Single Linguists
Spanish (3)	Spanish (5)
Fr or Ge (4)	Literacy (2)

#### 4.3 Key Stage 4

The Key Stage 4 curriculum is designed to ensure that all students have access to a high quality academic curriculum which supports their progress to examination success and future employment or study. Students are allocated to one of three options pathways, within which they are able to select subjects to meet their own interests and strengths. This ensures a broad and balanced curriculum for all alongside genuine opportunity for the personalisation of each student's curriculum to best support them.

All students will study Mathematics, English Language, English Literature, Science and Religious Studies to GCSE. All students will study at least one further EBAcc subject to GCSE; this will be a Modern Foreign Language in all cases where students are able to demonstrate the ability to succeed in this. Students will have the opportunity to select subjects to study the EBAcc.

The choices available to students are given in Appendix I. They are supported to make appropriate choices through the Pathways model and through individual guidance given where necessary.

Subject	Hours per fortnight
Maths	7
English	7
Science	10
RE/PSHE	4
PE	2
EBAcc Option	4.5
Option 2	4.5
Option 3	4.5
Option 4	4.5

#### 4.4 Sixth Form

Most students follow a three A-level programme, although for a small number of students, it may be appropriate for their future to study four subjects. This will be accommodated on a

case by case basis in discussion with the student. Students select from an extensive list of subjects (given in Appendix 2) to support their individual career and life goals. Each A-level subject is allocated nine hours per fortnight of taught time. Students are expected to use Private Study time in school and time outside the school day to further develop their own learning including through the completion of private study activities set by teachers.

Students will also have one hour per fortnight to follow a course in Faith, Culture and Life, lessons which encourage them to consider and discuss wider spiritual and ethical issues. Students are able to develop their understanding further, challenge themselves and share interesting debating points, in keeping with our Christian values. All students will also take an enrichment course, either the Extended Project Qualification (EPQ) or Core Maths.

A student who has achieved below a grade 4 in GCSE English Language or GCSE Maths will also take a 're-sit' course in that subject.

In Year 13 the extra enrichment aspects of the curriculum are reduced to enable students to focus on their core A-levels. Each subject is allocated 8 hours per fortnight of taught time with directed study taking place beyond this in addition to their private study.

## **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 from disadvantaged backgrounds
- Pupils with low prior attainment
- More able and talented pupils
- 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.

Further information can be found in our Equality Policy, and in our SEN policy and information report.

## **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:

- Link Governor visits to departments
- Review of the time allocations included in this policy

Curriculum Team Leaders monitor the way their subject is taught throughout the school by:

- Work scrutinies
- Learning Walks
- Lesson Observations
- Departmental reviews
- Shared planning in departmental meetings

Curriculum Team Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the SD&P governors' committee. 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 for Learning and Responding to Students' Work policy
- Careers Policy
- Equality policy
- Home Learning policy
- Non-examination assessment policy
- Pupil Premium policy
- SEN policy and information report
- Sex and Relationships policy
- Visits policy

**Policy reviewed by:** R Price, 26th January 2021

# Appendix I – Pathways and Options

## General Pathway

At The Minster School we do not insist that students study all the subjects in the EBAcc although many students choose to do so. In addition to the compulsory subjects set out below, this requires students to select History or Geography as one of their options.

Compulsory subjects	
English (Two GCSEs, one in Language and one in Literature)	
Mathematics	
Combined Science or Triple Science*	
French, German or Spanish	
Religious Studies	
PE (Not examined)	
Option subjects (choose 3 further options)	
Art & Design GCSE	ICT OCR National
Business Studies GCSE	Music GCSE
Computer Science GCSE	Music Technology BTec
Design & Technology GCSE	PE GCSE or Cambridge National Sports Studies
Drama GCSE	Triple Science (Separate GCSEs in Biology, Chemistry and Physics) *
Economics GCSE	Second Language GCSE (Spanish with either French or German)
Food & Nutrition GCSE	
Geography GCSE	
History GCSE	

\* Students wishing to study Triple Science must choose it as one of their options. Triple Science is only appropriate for those considered likely to achieve high grades at GCSE and may therefore not be available as an option for all students.

## Guided pathway

The school will identify particular students for whom a more guided set of options are more appropriate. Certain options subjects suit different types of learners so the range of options available is slightly reduced to help them to succeed. If students on the Guided Pathway opt for subjects marked with an asterisk in the table below they will be offered further guidance before being allowed to take the subject.

Compulsory subjects	
English (Two GCSEs, one in Language and one in Literature)	
Mathematics	
Combined Science	
History or Geography	
Religious Studies	
PE (Not examined)	
Option subjects (choose 3 further options)	
Art & Design GCSE	Computer Science GCSE*
Business Studies GCSE	Economics GCSE *
Design & Technology GCSE	French GCSE *
Drama GCSE	German GCSE *

Food & Nutrition GCSE Geography GCSE History GCSE ICT OCR National Music GCSE Music Technology BTec PE GCSE or Cambridge National Sports Studies	Spanish GCSE * Triple Science (Separate GCSEs in Biology, Chemistry and Physics) *
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### Supported pathway

More practical elements of learning suit some students, along with the development of specific life skills and additional literacy and numeracy. These elements of the supported pathway still sit alongside a suite of GCSE qualifications in all the core areas with one choice for a subject area of interest from a selection most likely to lead to success. Students will be identified for this pathway by the Learning Support department. Students may study for BTEC Functional Skills Literacy if appropriate.

Compulsory subjects	
English (Two GCSEs, one in Language and one in Literature) Mathematics Combined Science History or Geography Religious Studies PE (Not examined) Supported Study (Not examined)	
Option subjects (choose 1 further option)	
Art & Design GCSE Business Studies GCSE Design & Technology GCSE Drama GCSE Food & Nutrition GCSE Geography GCSE	History GCSE ICT OCR National Music GCSE Music Technology BTec PE GCSE or Cambridge National Sports Studies

## Appendix 2 – Post-16 Options

- Art
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama & Theatre Studies
- Economics
- English Language
- English Literature
- French
- Further Maths
- Geography
- German
- History
- Information Technology – Level 3 OCR Technicals
- Maths
- Media Studies
- Music
- Music Technology
- Performing Arts - BTEC Level 3
- Photography
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish
- Technology - Food Science & Nutrition Level 3 Diploma
- Technology - Product Design
- Technology – Fashion & Textiles