



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CURRICULUM POLICY



2022-25
BRONZE
SCHOOL
MENTAL
HEALTH
AWARD



Centre of
Excellence



Artsmark
Platinum Award
Awarded by Arts
Council England





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HIGH SCHOOL**



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CURRICULUM POLICY

STATUS	NON-STATUTORY
RESPONSIBLE COMMITTEE	Local Academy Committee
APPROVAL DATE	19/03/2024
RENEWAL DATE	19/03/2025



SCHOOLS IN PARTNERSHIP

STEPHENSON

MULTI ACADEMY TRUST

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1. Curriculum aims

Our curriculum is underpinned by our values of Learn, Think, Contribute, Care.

We provide a broad and balanced education for all pupils. Our curriculum is aspirational. We have high ambitions for all pupils, regardless of their starting points, SEND need or background, evident in the key knowledge that we have defined at the end of KS3 and throughout KS4 and KS5.

Through coherent planning and effective sequencing, our curriculum secures appropriate knowledge for skills, future learning and employment – the ‘next steps’ that will be taken by all pupils. We are committed to all of our pupils being able to take these next steps confidently and successfully; to be able to ‘hold their own’ and thrive in every challenge.

Our pupils’ spiritual, moral, social and cultural development is nurtured, and we are committed to supporting pupils’ physical development, empowering them to make appropriate choices to support health and wellbeing. In parallel with this, our drive to foster independence, resilience and a sense of wonder and curiosity of the world around us fuels our high academic ambition – and also our commitment to equipping all pupils with the cultural capital that they need to succeed in life.

Whilst we prioritise a strong academic core of subjects, for example those offered in the Ebacc, we recognise the importance of vocational qualifications and the role that they have in securing further and higher education for some of our pupils. Our Options programme in Year 9 both ensures equality of access and expert guidance, information and advice.

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 we have 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, science and (subject to providing the right to withdraw) religious education, 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 8 onwards are provided with independent, impartial careers guidance, and this is appropriately resourced

3.2 Principal

The Principal 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 All staff

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

4. Organisation and planning

KS3; key knowledge that fulfils the requirements of the National Curriculum is defined at the end of Year 9. From this point, subject leads effectively sequence a learning journey from Year 7 through to Year 9. Key knowledge reflects our local context in terms of known strengths and gaps from KS2. British Values and SMSC thread through the breadth of KS3 with RSE being delivered as part of the PSHE programme. In parallel to the subject specific, or disciplinary, knowledge, reading and literacy (as whole-school priorities) are a key focus of our curriculum in all years.

KS4 and KS5. For exam subjects, the curriculum at KS4 and KS5 is underpinned by the exam specifications. As with KS3, key knowledge is defined, and the curriculum is sequenced towards this end-point. Sequencing is informed by examiners' reports, performance nationally and performance at our school over the previous years. RSE and CEIAG is also delivered through the PSHE programme.

Implementation of the curriculum – or how pupils grasp, consolidate and build upon key knowledge – is planned in accordance with the Teaching and Learning policy. QA systems ensure that standards remain high, consistently.

The impact of the curriculum is measured through assessment, both formal and informal. Details of this can be found in the assessment policy.

Our curriculum is a living document. It is formally reviewed annually, and workload is a key consideration in all curriculum decisions. Curriculum information for each subject can be found on our website.

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. Pen portraits communicate specific details about a child with SEND.

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

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

- Communication, support and challenge via LGB meetings
- Link governor visits – the link governor for Curriculum is Kate Finch

Heads of Faculty and Department monitor the way their subject is taught throughout the school by the QA of implementation; lessons, pupil voice, work scrutiny, teacher voice. A termly report is submitted to AHT (QE) summarising strengths and areas for development based on QA.

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

This policy will be reviewed every year by the 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
- SEN policy and information report
- Equality information and objectives