CURRICULUM POLICY

Governors' Committee Responsible: Curriculum, Teaching & Learning

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Headteacher: James Malley

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1. Aims

Ofsted's working definition of curriculum is: "The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement)."

Our curriculum aims to:

- Provide a broad and balanced education for all pupils which develops the skills, knowledge and understanding to be successful in a wide range of subject areas,
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations,
- Support pupils' spiritual, moral, social and cultural development,
- Support pupils' physical development and responsibility for their own health, and enable them to be active,
- Promote a positive attitude towards learning,
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support,
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals,
- Develop pupils' independent learning skills and resilience, 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 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 impact of the implementation of this policy and hold the headteacher to account for its outcomes.

The governing body 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 (SEND),
- 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 7 onwards are provided with independent, impartial careers guidance via their careers sessions. This includes information on post 16/18 pathways detailing both vocational and academic routes, information about LMI (labour market information) and employability skills.

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
- 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 SEND

3.3 Other staff

Other staff, in particular Subject Leaders and classroom teachers, will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

This section outlines how we implement the curriculum in the school. Further details on curriculum time and structure in Key Stages 3, 4, and 5 can be found on the school website.

School Years 7-9, Key Stage 3

The KS3 curriculum comprises of Mathematics, English, Religious Education, French Science, Geography, History, Music, Art, Drama, Physical Education, Computing, PSHE, and Technology. In some subjects, students are grouped by similar prior attainment, however in other subjects students are taught in mixed prior attainment groups.

The Key Stage 3 curriculum is based on the use of Flightpaths where subjects have created explicit pathways from KS2/school intake to KS4 outcomes. These flightpaths are designed to be challenging for all – further details can be found on the school website.

School Years 10-11, Key Stage 4

There are two parts to the curriculum in Years 10 and 11.

1. The core curriculum, which all students study.

   All students study English, Mathematics, Science, and a Humanity (History or Geography) as well as Core PE. Students in year 10 also all study RS. Most students will be on a compulsory languages pathway through KS$ and study French. Students study personal and social education and work-related learning through their subjects and tutor time/enrichment sessions. Within the core curriculum there are some differences in the Science courses followed (Double Award – Combined Science – or Separate Sciences – Biology, Chemistry, and Physics).

2. Options – the courses that students choose to take in addition to the core.

   In addition to the core curriculum, students will be able to choose subjects from the option subjects list, which includes a range of subjects from humanities, technology, languages and creative subjects. .

   Subject choices are made in the Spring Term of Year 9.

Key Stage 5

Students at Therfield value the opportunity to progress into the Sixth Form where:

- The majority follow a two-year course choosing from a range of A Level courses.
- Students given the option to complement their choices through the EPQ and MOOCs
- Students are offered a wide-reaching IAG (information, advice and guidance) programme to ensure they have the appropriate support to guide them onto Higher Education, University, Apprenticeships, or employment post-18
- All students have PSHE lessons, and other enrichment sessions designed to support their sixth form experience and wider curriculum.

The Non-Examined Curriculum

Personal, Social, and Health Education (PSHE)

We deliver a carefully designed programme of lessons, in timetabled lessons and through extended tutor sessions, to all students which are intended to foster the growth of their learning, social, and general life skills. Such a programme, not always covered by the traditional secondary school curriculum, is vital to a broad and balanced education. This provision is regularly reviewed and evaluated and incorporates:

Relationships and Sex Education

Therfield School believes that education about human relationships is a fundamental part of the balanced and broad education to which every student is entitled. Part of this includes aspects of sexual relationships taught within a broad programme of personal, social, biological and health education. For more detailed information please refer to the Relationships and Sex Education Policy RSE policy

British Values

The school maintains an audit to ensure that students have the opportunity to examine British values through their curriculum balance and via extra-curricular opportunities. Studying British values allows students to evaluate what it means to be British and to examine and discuss core values such as democracy and freedom of speech.

Religious Studies

Our over-arching aim is to promote tolerance by delivering lessons about a range of religions and philosophies. All students follow a non-examined course of religious studies, through Years 7-9, that is designed to foster a reflective approach to living by understanding the nature of religious beliefs and practices together with an understanding of the influences of these on the lives of believers. Christian beliefs are studied alongside other major world religions. This is also delivered through lessons in year 10.

Parents who wish their child to be exempt from Religious Studies should contact the Headteacher.

Careers

Careers at Therfield (C@T)
At Therfield, we are committed to delivering a high-quality, progressive careers education programme that supports all students from Year 7 to Year 13 in making informed, ambitious choices for their futures. Our Careers at Therfield (C@T) programme is delivered through dedicated lessons and enriched with a wide range of activities. It provides structured and age-appropriate support throughout each stage of a student's journey.

C@T sessions include:
1. Information about post-16 and post-18 pathways, including sixth form, college, apprenticeships, and university options, tailored to each year group.
2. Labour Market Information (LMI) to help students understand the evolving employment landscape, including job profiles across sectors such as STEM, creative industries, public services, and law.
3. Explicit teaching of employability skills with links to building a CV and interview preparation.
4. Exploration of modern ways of working, such as hybrid and remote working, gig economy roles, and entrepreneurship.

Careers Guidance and Support
All Year 10 students receive a 1:1 careers interview helping them plan for their next steps.
Students in Years 11–13 build a personalised digital portfolio on Unifrog, preparing them for applications to higher education, apprenticeships, or employment.

Enrichment and Employer Engagement
We ensure that students engage with real-world experiences and develop key skills through meaningful employer interactions:
Every year group takes part in an annual Enterprise Event
Our annual Careers Fair brings together over 40 exhibitors including universities, apprenticeship providers, local employers, and training organisations.
Students benefit from ongoing input from a wide range of external partners, who deliver workshops, talks and workplace experiences such as from Platform7teen.

Partnerships and Benchmarks
We are proud to work in collaboration with:

The Careers and Enterprise Company
The Employment Adviser Network
Platform17

These partnerships help us fully meet the Gatsby Benchmarks and ensure our CEIAG provision remains dynamic, ambitious and student-centred.

Provider Access
In line with the 2023 Provider Access Legislation, Therfield guarantees students in Years 8–13 meaningful encounters with a range of providers of technical education and apprenticeships. We welcome contact from colleges, training providers, universities and employers wishing to engage with our students and support their next steps.

Alumni Engagement
Our thriving Therfield Alumni Network has over 1,000 members across Facebook and LinkedIn. Each year, alumni return for our Alumni Day, sharing their pathways and experiences to inspire and mentor current students across all year groups.

More details of the school's Careers programme can be found on the school website.

Extra- and Supra-Curriculum

The curriculum is enhanced and enriched in a variety of ways, offering support and challenge via a range of subject-linked opportunities and extra-curricular activities. Many educational visits take place throughout the year and visitors bring expert knowledge through projects, workshops, and performances. There are a number of clubs and groups that pupils can choose to engage with in order to gain additional experiences and opportunities in wider curriculum areas.

Therfield is a partner school with (or actively and fully engages with):

- The Duke of Edinburgh Awards Scheme
- Instrumental lessons
- Modern Foreign Language competitions
- UKMT Mathematics Challenges
- Whole school productions
- Peer Mentoring Training
- Accelerated reader (Renaissance Learning)
- First Give Charity programme
- KBR One Ocean project
- Shakespeare Schools Festival
- Auschwitz visit through The Holocaust Educational Trust

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:

- High prior attainment students (More able pupils)
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- Pupils who may face other barriers to learning and/or wellbeing, which may include pupils who share a protected characteristic

Teachers will plan lessons so that pupils with SEND 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 SEND 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:

- Dedicated governors committee (Curriculum, Teaching, & Learning)
- Targeted governor school visits

Subject leaders monitor the way their subject is taught throughout the school by:

- Quality assurance processes such as learning walks, moderation, shared planning, curriculum reviews and book looks, department meetings, shared planning, learning walks, and book looks.

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

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Exams policy
- SEND policy and information report
- Equality information and policy
- Relationships and Sexual Education policy