



Curriculum Policy

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Related Documents:	

Curriculum Vision

All pupils have access to a curriculum that develops powerful knowledge and skills to which they are all entitled in order to lead successful lives and make a positive contribution to their communities. Where every pupil matters, every pupil can succeed.

Our purpose is to maximise pupils’:

- achievement
- knowledge
- aspiration

Curriculum Values

Our curriculum vision aims to reflect Malet Lambert’s values and ethos:

Traditional Values, Contemporary Aspirations, Creative Curiosity

Our Curriculum vision and aims to reflect Malet Lambert’s values and ethos of Traditional Values, Contemporary Aspirations, Creative Curiosity

Traditional Values - Pupils are catered for with knowledge which inspires and nurtures and is embedded throughout ~~their time within~~ our broad, balanced and ambitious curriculum.

Contemporary Aspirations - Pupils build the skills, knowledge and personal character they need to thrive in an ever-changing, modern society.

Creative Curiosity - Pupils have the breadth and depth of knowledge to explore and probe inquisitively within, and outside of the curriculum.

Curriculum Intent

We have developed and constructed an ambitious curriculum for all pupils regardless of their background. End-points and starting points have been clearly defined and are appropriate, providing a map through each subject for all year groups and key stages. Our curriculum is sequenced using evidence-based research on how pupils learn and how to retrieve key knowledge to aid their long-term memory.

All pupils have access to our curriculum that develops knowledge and skills in order to lead successful lives and make a positive contribution to their communities. We deliver a curriculum that has at its heart the intention to support pupils to be the best they can possibly be by removing barriers and ensuring social justice. We deliver a balanced curriculum that places equal importance on every aspect of a child’s education, ensuring the development of key qualities including PSHE, CEIAG and Employability to support future learning and employment.

Curriculum Implementation and Impact

We have considered the knowledge, skills and attitudes that are required to achieve academic excellence in each subject at A Level and beyond. This ensures that pupils in each phase receive a coherent and intelligently sequenced curriculum, which builds on what has come before. The curriculum is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term.

Subject teachers have a good knowledge of their subject areas and expertise. Subject teachers have a thorough understanding of the skills and knowledge pupils need to achieve their full potential in their subject area. Where staff are teaching outside of their main subject of expertise, there is training, leadership and support in place. Each subject has developed a long-term map that clearly lays out the curriculum across the relevant key stages, so that the knowledge pupils are expected to acquire each academic year is made explicit.

This knowledge should build cumulatively in terms of its breadth and depth. Subject teams identify concepts that are central to the mastery of each subject and they maintain an unrelenting focus on helping pupils to learn this knowledge. Continuous Professional Development, specifically teacher development meetings (fortnightly regular subject, planning and development sessions), maintain a focus on improving and evolving our curriculum.

Evidence-based and relevant CPD is delivered to support the design and implementation of the curriculum at both whole-school and subject-specific level. Our curriculum is inclusive, broad, balanced and will never narrow the entitlement to knowledge especially for our most vulnerable pupils.

We provide a relevant curriculum that enables pupils to make informed choices about their next steps in education, employment or training. Assessment in subjects allow teachers to identify areas where pupils have misconceptions or gaps in knowledge, enabling teachers to address these areas. are meaningful and driven by the curriculum to sustain good outcomes for all of our pupils. Regular retrieval practice and spaced practice should be built into the curriculum to help pupils form durable long-term memories. Sequencing of curriculum, interleaving, retrieval practice and metacognition is also used to support pupils with building key knowledge for long term memory.

Feedback to pupils is meaningful, motivating and linked to the delivery of the curriculum and designated end points appropriate to age and experiences as well as being manageable for staff. Reviews take place regularly to ensure relevance and coherence of the curriculum is in line with the designated Trust and school priorities. Where appropriate, strategies are in place (e.g. check lists) that support pupils in self-regulating their learning of the curriculum.

Homework is planned into the curriculum and consistently applied across teams. It provides pupils with the opportunity to practise, embed, extend upon or apply the knowledge that they have been taught in lessons, or provide the opportunity to improve a piece of work.

Pupils are ready for the next stage of their education, employment or training. They have the relevant qualifications and skills to be able to access their desired destination that is ambitious. Therefore, there are very few NEETS.

School Curriculum Model 2024-25

The expected hours of study for the core curriculum for all pupils are shown below. This is based on a five lesson day, where each lesson lasts for one hour, and on a two week timetable model.

KS4: Core Curriculum

Subject	Number of hours per week	
	Year 10	Year 11
English	5	5
Maths	4	4
Science	4.5	4.5
PE	1	1
Personal, social, health and economic education (PSHE)	0.5	0.5

KS4: Optional Curriculum

Subject	Number of hours per week	
	Year 10	Year 11
Option 1	2.5	2.5
Option 2	2.5	2.5
Option 3	2.5	2.5
Option 4	2.5	2.5

KS3: Curriculum

Subject	Number of hours per week		
	Year 7	Year 8	Year 9
English	4	4	4
Maths	4	4	4
Science	3	3	3
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
Modern languages*	2	2	2
Computing	1	1	1
Art	1	1	1
Music	1	1	1
Drama	1	1	1
Technology	1	1	1
PE	2	2	2
Religious Studies	1	1	1
Personal, social, health and economic education (PSHE)	1	1	1

*A small number of pupils have reasonable adjustments made to their curriculum to support them with core knowledge and skills in literacy and numeracy.

Roles and responsibilities of the Headteacher, Staff and Governors

The **Headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects that 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
- pupils have access to a range of appropriate pathways
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually
- where appropriate the individual needs of some pupils are met with reasonable adjustments made
- pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve
- the local governing body is fully informed and 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

The Headteacher may delegate as many of the above items as they deem appropriate to the Deputy Headteacher for the Quality of Education.

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

The **Governing Body** will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- It maintains updates on changes to statutory directives for the secondary curriculum
- it participates actively in decision making about the development and delivery of a broad and balanced curriculum
- political issues are always presented to pupils in a balanced way

Arrangements for monitoring and evaluating the effectiveness of the curriculum and this policy.

The Headteacher, the Deputy Headteacher for Quality of Education will report to the Governors on:

- the standards achieved by pupils
- the standards achieved by pupils with special educational needs and pupil premium
- the evidence of the impact of national and school strategies on standards
- the development and achievement from an ambitious, broad and balanced curriculum meeting statutory requirements
- the views of staff about the action required to improve standards

- the nature of any parental complaints

The Malet Lambert Staff in the school will monitor and evaluate the curriculum using the following methods:

- Quality Assurance Documentation
- School Performance Data
- Headteacher Report – Quality of Education
- School Evaluation Form (SEF)
- School Improvement Plan (SIP)
- Floodlighting
- Spotlighting
- Staff Development Time – Teacher Development Meetings
- Pupil Voice
- Subject Curriculum Conversations
- Trust Curriculum reviews
- Exam analysis
- Trust Key Performance Indicators (KPIs)
- Subject Performance Indicators
- Zoning
- Governor Links and Visits
- Core School Information (CSI)
- Trust School Improvement Review (T-SIR)
- Mini Review
- School Improvement Planning

The person responsible for monitoring and evaluating this policy is the Deputy Headteacher for Curriculum.