

# Curriculum Policy



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## 1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that are coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › 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
- › Support students' physical development and responsibility for their own mental, physical and emotional health and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip students with the knowledge and cultural capital they need to succeed in life
- › Provide opportunities that support pupils' learning and progression and enable them to work towards achieving their goals and next steps.
- › Provide a broad curriculum prioritising academic subjects as well as an understanding of the world around them and the importance of everyday life
- › Develop students' independent learning skills and resilience to equip them for further/higher education and employment

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

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](#).

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### 3. Roles and responsibilities

#### 3.1 The Trustees

The Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Trustees 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, Functional Skills, ASDAN and City and Guides, 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 career guidance, and 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
- 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 Trustees are advised on whole-school targets to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN.

#### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented under this policy.

- The school's Leadership Group, and particularly the Headteacher with responsibility for curriculum, is responsible for ensuring that all departments have appropriate subject schemes of learning in place, reflecting the aims of the school and indicating how the needs of individual students will be met

- teachers are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one Key Group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## 4. Intent

At KWS School we work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique and we empower them to achieve independence and success in the wider world. Understanding their unique starting points.

### Mission Statement

- the school environment provides good facilities and excellent staff that have a wide range of skills to meet the complex needs of all of our individual pupils
- teaching and learning are matched to each pupil's needs and present challenge towards their independence
- pupils are encouraged to make their own choices and see through the challenges of daily life
- staff support pupils and families in their resilience as they grow into adulthood
- school empowers pupils and their families to secure the support they need for their future lives
- by securing progression throughout, pupils leave school with the skills to access the adult world confidently and with the highest possible level of independence

The aim of our curriculum is that all our students become:

- Successful students who enjoy learning, make progress and achieve their full potential
- Confident individuals who can live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

We aim to ensure that the curriculum:

- Is broad, balanced and relevant, focussing on functionality.
- Is ambitious enough to exceed their expectations of success.
- Is robust enough to ensure that gaps in knowledge are identified and closed quickly and effectively.
- We strive to ensure that any student despite any barriers or where their starting point is, is given the opportunity to develop their full potential.
- Develops robust routes maps of education for each student following the principles of stage not age to ensure the best outcomes for each.
- That when students arrive with differing starting
- That students develop educational resilience and develop skills despite their starting points.
- Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student.
- Considers students starting points and develops the curriculum to support not only their individual needs but also their interests.
- Careful planning of sequencing of our curriculum ensure our students retain and build on their knowledge and skills term on term, integrating new learning with what they already know and making connections between concepts.
- Builds on students' existing knowledge, skills and understanding.
- Reflects the multicultural nature of the local community and builds on British Values
- Develops confidence, high self-esteem and independence
- Develops respect for other people and the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life.

## 5. Organisation and planning

At KWS we give particular emphasis in our curriculum to the development of:

- Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
- Communication and literacy skills.
- Social, Emotional and Mental Health skills, including PSHE and SRE (Sex and Relationships Education)
- Sensory and Physical Skills, including PE, Swimming, using the community and Life skills/Home Management.
- Developing motor skills, including bilateral coordination.
- Work-related and vocational skills, including art, drama, music, dance, motor vehicle, individual therapies, horse riding, and farm studies.

Across the school, we are split into Key Stages—KS3 and KS4. The Key Stages have a termly theme and focus, which is the focus for learning opportunities where this is relevant.

Each Key Stage has created a Curriculum Model which reflects the learning opportunities provided. We acknowledge that our students with Multiple Learning Difficulties benefit from access to a curriculum where priority is given to learning through practical and sensory activities. See Appendix 1

As students move from Key Stage 3 to Key Stage 4 and Post 16 the emphasis shifts towards preparation for adulthood and independence. Where relevant, opportunities are provided for KS4 and Post 16 students to participate in enterprise activities, link courses and work experience to support them, plan for the transition process, and prepare for life after school.

We adapt the curriculum for individual learners according to their needs. We recognise students' strengths, needs, and interests and build on them to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills. All students learn best from first-hand experience. To develop a full understanding of a concept, a student must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts

## 6. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › Students with low prior attainment
- › Students from disadvantaged backgrounds
- › Students with SEND
- › Students with English as an additional language (EAL)
- › Students who have different start points.
- › Those who are gifted and talented in an area.

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 consider the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils develop their English and support their participation in all subjects.

Further information can be found in our SEND policy and annual information report.

In planning the curriculum and putting this policy into practice, KWS School aims to ensure that:

- Lessons are challenging and require pace, rigour, and direction from each student.
- A range of relevant teaching styles are employed to ensure that we meet pupil's individual needs.
- On-going assessment informs planning.
- Student's learning progresses smoothly through the school and prepares them for life beyond school.

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

## 7. Monitoring arrangements

Trustees and Senior Leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Governance monitors whether the school is complying with Local Authority funding agreements and teaching a "broad and balanced curriculum" that includes the required subjects through school visits, meetings with SLT, and school council meetings.

Senior Leadership monitors the way that subjects are taught throughout the school by conducting planning scrutinies, learning walks, book scrutinies, and regular meetings and discussions.

Teachers are also responsible for monitoring how resources are stored and managed and ensuring they have the resources they require to teach their subjects.

The Senior Leadership and Trustees will review this policy every two years.

## 8. Links with other policies

This policy links to the following policies and procedures:

- Exams Policy
- SEND Policy and information report
- Equality information
- Sex and Relationship Policy
- Marking and Assessment Policy