



INNOVATE2EDUCATE
Partnership



Curriculum Policy 2025 - 2026

Innovating today, educating for tomorrow.

Document History

Version	Version Date	Author	Summary of Changes
V1.1	18/02/2025	Zoe Farina	Policy reformatted using new template and Trust name change updated. Changes to KS4 curriculum policy content; Governance review required.

This policy was approved as follows:

Approver:	Learning and Standards Committee	Date:	February 2025
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This policy applies to all School Academy staff, pupils and parents.

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1. Vision and Values



Our school vision states that:

"We are committed to serving our community, making a difference by embracing excellence and transforming lives."

Through our school values of *"Progress, Opportunity and Individuality"*

We will achieve this by delivering excellent results across a broad and effective curriculum of academic, vocational, cultural, and sporting activities to equip students for the demands and opportunities of the 21st century.

2. Curriculum Aims:

Thomas Alleyne's High School curriculum is based on the following wider school aims to:

Create a stimulating environment in which individuals achieve their highest possible attainable academic standard through independent learning.

Work with and then build upon the achievement of our partner schools to ensure students have an effective and smooth transition from Key Stage 3 to 5.

Maintain a disciplined, enthusiastic, safe, and happy and caring community where students feel secure, valued and listened to.

Broaden cultural horizons whilst celebrating individuality.

Develop the whole child by creating a full program of additional enrichment opportunities.

Raise the expectations of all through mutual respect, fostering positive attitudes and relationships and a shared sense of cohesion and belonging.

Recognise and respect diversity, create an ethos that promotes equality, develop understanding, and challenge myths, stereotypes, misconceptions, and prejudices.

Ensure students understand how to stay safe in and outside school.

3. Curriculum Intent:

At Thomas Alleyne's High School our curriculum is designed to promote our school values of progress, opportunity and individuality.

We aim to create a coherent and sequenced academic and pastoral curriculum, which is ambitious, broad, and balanced. It is designed to foster progress, celebrate individuality, and meet the needs of all learners in our local community. The curriculum offers a range of subjects and experiences that develop students' cultural capital, as well as their knowledge, skills, and personal qualities.

We believe in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility. Students are equipped with the transferable skills required to enable them to realise their future intentions, and become confident, well-rounded, and successful individuals who make a positive contribution to society.

We offer a full curriculum that is designed to support a range of abilities through offering an appropriate menu of academic and vocational qualifications. Our focus is on providing a broad curriculum that engages students in making informed choices at Key stage 4 and 5 and challenges students to achieve and exceed prior expectations.

Adaptive teaching is a key aspect of our curriculum and course delivery. At Thomas Alleyne's High School we know that adaptive teaching is the key to ensuring all students make and exceed expected progress in each subject area.

We provide opportunities for students to engage in extra-curricular learning and to develop their character traits. We aim to nurture and develop students' social, moral, spiritual and cultural understanding and appreciation of British values. We intend to cultivate students' individual strengths and to create a learning environment which builds students' confidence and resilience.

Religious Education lessons offer learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems.

We aim to encourage and foster a love of reading by offering modelled reading sessions once a week during form time in years 9, 10 and 11. Reading opportunities and wider reading are incorporated into our day-to-day curriculum through the school, and in subject areas and within our THOMAS character curriculum, we encourage discussion and provide opportunities for students to speak confidently and fluently about subject content, topics and wider issues.

We recognise the importance of a comprehensive careers education that is embedded in the curriculum. To this end, we use the Gatsby Benchmarks as a framework for our careers provision. These eight benchmarks serve to provide students with opportunities to experience the workplace, further and higher education, to give personal guidance, and to link curriculum learning to careers

The curriculum in all subjects and in all key stages is coherently planned and sequenced to enable students to gain sufficient knowledge and skills for students to access future learning and/or employment. All curriculum leaders clearly articulate their curriculum intent for all year groups through their intent documents, schemes of learning and curriculum roadmaps, thus allowing a consistent approach to sharing information with all stakeholders.

4. 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 that 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.

It complies with our funding agreement and articles of association.

5. Roles and Responsibilities

5.1 : 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 ensure that:

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

A robust framework is in place for setting curriculum priorities and aspirational targets.

Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

5.2 : The 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.

Manage requests to withdraw children from curriculum subjects, where appropriate.

- The school's procedures for assessment meet all legal requirements (JCQ guidance).
- The governing board is advised on whole-school targets to make informed decisions.

The headteacher involves the governing board fully in decision-making processes that relate to the breadth and balance of the curriculum.

The correct provision is in place for pupils with different abilities and needs, including children with SEND.

Ensure that additional funding provided by the DfE is applied for and spent on learners for whom it is designated.

The governing board is advised on whole-school targets in order to make informed decisions.

5.3 : All Staff

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

6. Curriculum Design and Implementation

The “Key Stages” are a system of setting out targets within National Curriculum that are expected to be achieved in various subject areas at each point of a student’s education.

The Key Stages relevant to Thomas Alleyne’s are:

Key Stage	Age	School Year(s)	External Assessment/Examinations	Notes
3	13-14	9	National Curriculum	First Year at TAHS
4	14-16	10 and 11	GCSE’s, BTEC’s, and Higher Project Qualification (HPQ)	
5	16-19	12 and 13	GCSE Maths and English Re-sits, A-Levels, Extended Project Qualification (EPQ) and BTEC’s	Sixth Form

In addition, the statutory PSHE and RSE curriculum is delivered through form time and during the designated lesson for the THOMAS character curriculum.

Key Stage 3:

In year 9, students continue to follow the National Curriculum and study the full range of subjects at Key Stage 3, only specialising in Key Stage 4.

In year 9, our curriculum builds on knowledge gained from Key Stage 3 study undertaken in middle school and provides our students with a solid foundation for Key Stage 4 study. Our Key Stage 3 curriculum broadens students’ experiences of a range of subjects. We aim to offer all students the opportunity to study a repertoire of subjects with the intention of supporting students in choosing their subject specialisms for Key stage 4 study. We build the core skills of numeracy and literacy, and students study the content of the National Curriculum. A largely common curriculum is followed with all students being taught English, Mathematics, Science, Technology and Computing, French, Art, Geography, History, RE, Music, Drama and PE.

All Year 9 students receive information, advice, and guidance (IAG) regarding careers as part of the options process, through the tutor program and via their allocated IAG mentor, who will support them on a 1:1 basis in making options decisions.

Assessment of progress is by teacher assessment throughout the Key Stage.

Key Stage 4:

At Key Stage 4 we follow a range of courses that are recognized as suitable for Level 2 study by the government and the DFE and offer a range of academic and vocational subjects which are chosen by students in Year 9 for their study in Years 10 and 11.

We offer a strong academic core of subjects and qualifications which allow for post-16 progression, higher education and future employment. The vast majority of Key Stage 4 students will study either nine or ten subjects at Key stage 4 which include both GCSE and BTEC qualifications, preparing them for Post-16 progression and for life in modern Britain. More able students have the opportunity to take the Higher Project Qualification (HPQ) and GCSE Further Maths.

We also offer additional intervention in subject areas through the provision of: Boost sessions, GCSE+, after-school catch-up sessions; targeted intervention sessions e.g. English and Maths within the school day, holiday revision sessions and homework support.

All students follow a core curriculum of:

- a. English Language and English Literature
- b. Mathematics
- c. Science – either Separate Sciences or Trilogy Science (Double Award)
- d. RE (Core / non-examination)
- e. PE (Core / non-examination)

In Science, the top 2 sets in each population will study separate sciences in Physics, Chemistry and Biology. Set 3, 4 and 5 follow the Trilogy Science (Double Award). Those in sets 1 – 3 will study GCSE RE. Students in sets 3-5 will receive additional support in Maths and English.

In addition to the core subjects, students can choose 3 optional subjects. This allows students to follow a curriculum that is as individual as they are and for them to have the best possible opportunities to prepare them for later life. All students must choose at least one option from either French, Geography or History. The pathways for 2025-2026 are outlined in the table below.

Curriculum Structure	Pathway A (sets one and two science)	Pathway B (set three science)	Pathway C (sets four and five science)
Core Subjects	English language, English literature, maths, GCSE RE , PSHE (delivered alongside RE)	English language, English literature, maths, GCSE RE , PSHE (delivered alongside RE)	English language, English literature, maths, non-examined RE , PSHE (delivered alongside RE)

Science	Triple science: biology, chemistry, physics	Combined science	Combined science
Humanities or MFL	History, geography or French	History, geography or French	History, geography or French
Options	Two subjects of choice (taken from the list on the next page)	Two subjects of choice (taken from the list on the next page)	Two subjects of choice (taken from the list on the next page)
Adjustments and Support	No additional adjustments	Additional English and maths lessons to support literacy and numeracy	Additional English and maths lessons to support literacy and numeracy

The KS4 curriculum is reviewed annually to ensure it reflects both the needs of the local community and the local labour market (LMI) to ensure that our curriculum offers pathways within our local context – whether that be in training, education, or employment.

The statutory PSHE and RSE curriculum is delivered through form time and during the designated lesson for the THOMAS character curriculum.

All Year 10 and 11 students receive information, advice, and guidance regarding careers as part of the tutor program. In addition, year 11 students are allocated a personal IAG mentor who will work with them on a 1:1 basis to support them in making informed decisions about their future intentions.

Assessment of progress is by teacher assessment throughout the Key Stage, and via external examination/moderation at the end of Key Stage 4.

The Key Stage 4 Curriculum: Years 10 and 11

For the academic year 2025 - 2026, the school timetable for all year groups including sixth form, will be made up of five taught periods, each totaling 60 minutes.

	Periods over 2 weeks	Subjects (all single awards, unless indicated)	Quals
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Core	9	English Language and Literature	2
	7	Mathematics	1
	8	Science – students will study Trilogy Science or 3 Separate Sciences: <ul style="list-style-type: none"> • Trilogy Sciences (Double Award) • Biology, Chemistry, Physics (3 Awards)* 	2 3
	3	Physical Education (Core)	0
	2	GCSE Religious Studies (for sets 1-3 science) Additional English and maths (for sets 4-5 science)	1 0
Option A	5	Three optional subjects (one to be either French, History or Geography) from the table of optional subjects.	1
Option B	5		1
Option C	5		1
Option D	5	Triple Science (sets 1 and 2 science) or additional English and Maths (sets 3 – 5 science)	1 0
Tutor Period	1	THOMAS Character Curriculum / Core RE	0
Total	50		

Option subjects 2025 – 2026

History	Business
Geography	Food



French	Drama
Computer Science	Religious Studies
Music	BTEC ICT
DT (Graphics or RM)	BTEC Child Development
Food	BTEC Health and Social Care
Drama	BTEC Animal Care
Art	BTEC Sport

The Key Stage 5 Curriculum - Years 12 and 13:

The vast majority of Sixth Form students' study three subjects at Key stage 5 which include A-Level and BTEC courses or a blend of both. All year 12 students are offered the opportunity to study the Extended Project Qualification (EPQ) this is mandatory for those studying three subjects and optional for those studying four subjects or undertaking GCSE re-sits in English and/or Maths.

Subject leaders are responsible for the design and implementation of the Sixth Form curriculum and where possible, offer subjects which allow progression from year 11 to 12, enabling students to continue to build upon prior learning and further develop their cumulative subject knowledge.

To prepare year 11, students for post-16 learning, they are invited to attend subject taster sessions after their KS4 examinations and complete bridging work in all subjects as part of the induction and transition progress. This aspect of the post-16 curriculum design supports students in making informed decisions about their Sixth Form subject choices.

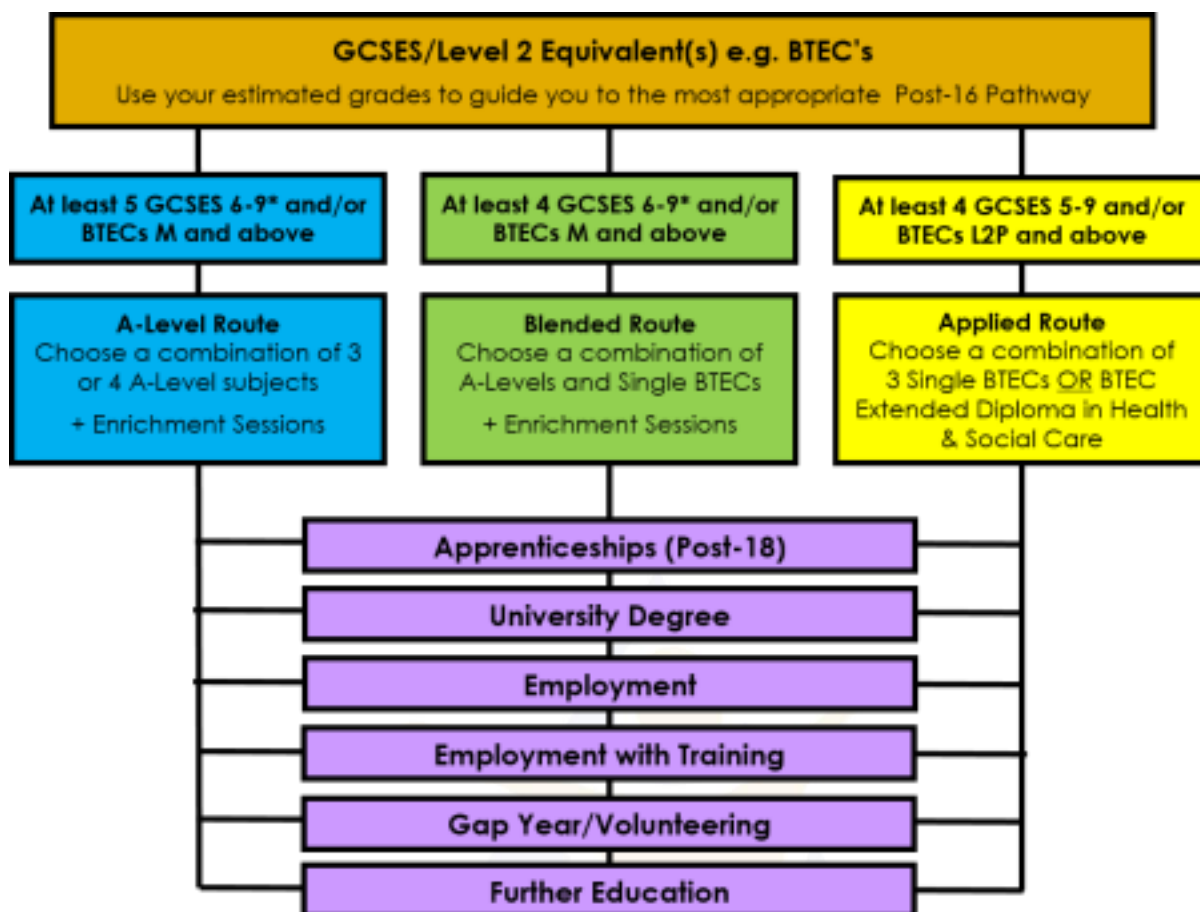
The Sixth Form curriculum is reviewed annually to reflect students' applications, and we offer students one of three personalised learning pathways as follows:

1. A pure academic pathway (A-Levels only)
2. A vocational pathway (BTEC's Only)
3. A 'blended' pathway (combination of A-Level and BTEC subjects).

Students can opt for 3-4 subjects comprising of an A-Level only qualification route, an Applied General (BTEC) only route or a blended pathway comprising of both qualification types.

The Key Stage 5 curriculum is implemented using a 'pathway approach' and is summarised in the diagram below:





The following subjects are offered at Key Stage 5 for 2025 - 2026:

A-Level Subjects:

Art and Design	Further Mathematics
Biology	Geography
Business	History
Chemistry	Mathematics
Design and Technology	Music
English Language	Physics
English Literature	Psychology
RE: Philosophy and Ethics	Computer Science

Applied General (BTEC) Subjects:

BTEC Applied Science (Single Award)
BTEC Health and Social Care (Triple Award)

Furthermore, all students are allocated at least seven lessons per fortnight of 'Sixth Form 7' which is teacher set super-curricular work to enhance knowledge and understanding of subject areas. As part of the annual curriculum design process, Senior Leaders and the Governing body review the Key stage 5 curriculum to quality assure that it continues to meet the needs of the local area, reflects student choice via the Year 11 to 12 transition process, and that courses are viable.

Assessment of progress is by teacher assessment throughout the Key Stage, and via external examination/moderation at the end of Key Stage 5.

7. 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:

- a. More able pupils
- b. Pupils with low prior attainment
- c. Pupils from disadvantaged backgrounds
- d. Pupils with SEND
- e. Pupils with English as an additional language (EAL)

Teachers will plan and adapt lessons so that all pupils make progress and ensure that there are no barriers learning

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 SEND policy.

8. Wider Curriculum:

The school strongly believes that the wider curriculum it offers students is fundamental to their development and progress. Students have the opportunity in all Key Stages to participate in a range of activities that not only support the learning that takes place within lessons but also enhances their life skills.

The wider curriculum is largely delivered via weekly assemblies and RSE and Thomas Character programme (years 9, 10 and 11) and the Post-16 Pastoral programme (year 12 and 13) is delivered in tutor groups.

All students receive careers education, information, advice, and guidance (CEIAG) as part of the wider Future Intentions programme which is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

All students can participate in a variety of co-curricular sports throughout the year. Students can also participate in activities to further their learning, ranging from theatre visits to STEM lectures. The curriculum outside of the classroom is further enhanced by a range of trips throughout the year ranging from an Outward Bound residential for Year 9 to international expeditions as part of World Challenge in Key Stage 4 and 5.

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9. Monitoring Arrangements:

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

- a. Programmes of study and schemes of work.
- b. Regular departmental line management meetings.
- c. Departmental Line Management Narratives.
- d. Observations and learning walks.
- e. Outcomes.
- f. Student and parent evaluations.
- g. External verification of curriculum offered compared with other providers.
- h. SLT/Governor link meetings.
- i. Curriculum Leaders Meetings.

This policy will be reviewed yearly by the Learning and Standards Committee. At every review, the policy will be shared with the full governing board.

10. Links with other policies:

This policy links to the following policies and procedures:

- Assessment policy
- Homework policy
- SEND Accessibility Plan
- CEIAG (Careers Education Information Advice and Guidance) Policy Local Offer Policy
- Remote Education Provision Policy

