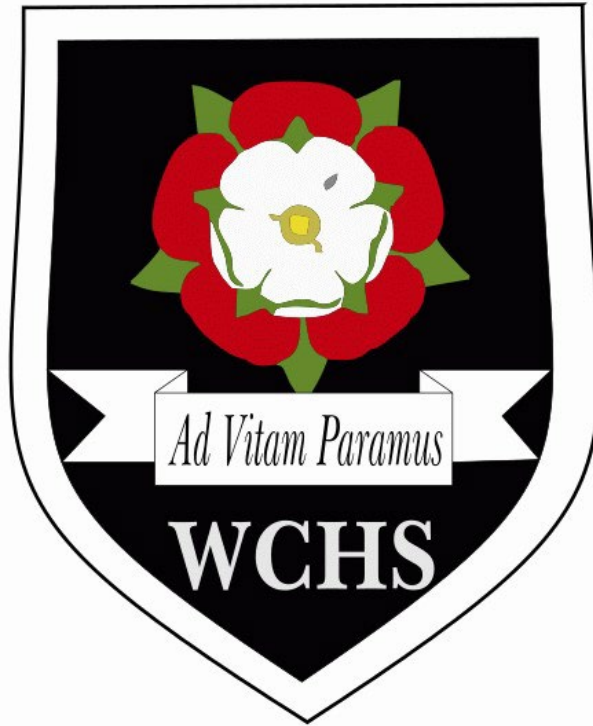


Curriculum Policy

West Craven High School



Approved by: Assistant Principal for Teaching
and Curriculum

Last reviewed on: September 2026

Next review due by: September 2027

1. Curriculum Intent

Our five-year curriculum aims to provide sequences of learning which are engaging, well planned and focus on lifelong learning experiences for all. The intent of our curriculum is to provide meaningful learning experiences which then enable students to attend further education or places of employment. Our curriculum is balanced and delivered by subject specialists in defined pathways of study. Schemes of learning promote the key interdisciplinary skills of problem solving, building resilience, thinking strategies, numeracy, literacy, and effective communication; underpinning the West Craven High School ethos of **“Ad Vitam Paramus - “We Are Preparing for Life.”** Together we want to be a community with one aim, to prepare the character of our young people both personally and academically.

At West Craven High School, we regularly review our curriculum offer. Our curriculum aims to instil mutual respect, humanity and a passion for learning and we strive to embed these aspects within our daily practice. All students study tailored pathways of study from Year 10 onwards which link to their future career aspirations. This means we can keep our curriculum plan as broad as possible, for as long as possible. We have changed our curriculum design, to incorporate subjects which will provide students with the skill sets to apply for jobs in the local and national marketplace and attend high-quality academic placements. We believe that early planning for the future helps success grow and this will help us have a positive impact on the young people we educate. This is why all our students receive careers guidance in line with the Gatsby Benchmarks to inform their curriculum choices and subsequently raise their aspirations for the future

We have high expectations for all West Craven High School staff and students, building an ethos based around the whole school values of ASPIRE; Ambition, Supportive, Positivity, Independence, Resilience, and Equality. Our staff build a learning community which ensures that every student is respectful of diversity, regardless of faith, ethnicity, gender, sexuality, and political or financial status. All students are rewarded through the ASPIRE initiative to recognize the contributions they are making to their learning and that of others.

Our tutor time programme promotes human values through regular current affairs topics. At WCHS we are continuously developing our curriculum and enrichment opportunities to inspire our students to work hard, behave maturely and respect themselves and others. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters our students, and their families has a role to play. To fulfil this responsibility effectively, all staff at WCHS make sure their approach is student-centred. This means that they consider, always, what is in the best interests of the individual student.

2. Curriculum aims

Our curriculum implementation aims to:

- Provide a broad and balanced education for all students that is 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 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 student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

3. 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 set out in the Department for Education's Governance Handbook.

4. Roles and responsibilities

3.1 Governors

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

The governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The Academy is teaching a "broad and balanced curriculum"
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students 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

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 Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the senior leaders and governors.
- requests to withdraw children from curriculum subjects, where appropriate, is well-managed
- the Academy's procedures for assessment meet all legal requirements
- the governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governors 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 Senior Leaders and Other staff responsibilities

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

The Assistant Principal is responsible for the implementation of the curriculum strategy and ensures that:

- the Curriculum INTENT is clear, and all stakeholders are aware of key initiatives to deliver the curriculum
- curriculum requirements are reported to the Principal on a termly basis to ensure an audit of resources and financial requirements needed to deliver a high-quality curriculum reflective of the agreed intent
- curriculum leaders' quality assures the curriculum delivery in each subject area
- curriculum leaders are fully informed of the decision-making processes which relate to the implementation of the curriculum.
- assessments are timely and fit for purpose
- reporting/ analysis of data is disseminated to staff and parents accurately and in a timely manner
- curriculum leaders and teachers check progress through timely assessments providing evidence of potential misunderstandings, which can therefore be rectified quickly.
- key skills are embedded, allowing students to learn more and remember more

- the effort and working ethos of students is celebrated through our rewards system.

- all students, including those with Special Educational Needs and those who are disadvantaged, are encouraged to achieve their full potential.

4. Organisation and Planning

- Curriculum leaders are accountable for the curriculum delivery in each subject area
- The Deputy Principal for Teaching & Learning will ensure all teachers have expert knowledge in the subjects they teach, enabling students to understand and retain key concepts and facts.
- The Deputy Principal for Teaching & Learning, the Principal and Assistant Principal for Curriculum and Assessment, will ensure all teachers have adequate opportunities for CPD (Continuing Professional Development) to cover key aspects related to curriculum intent, implementation, and impact particularly for SEND and disadvantaged.

Our curriculum is delivered through 50 periods, each one hour in length, over two weeks.

Subjects studied during KS3

- Within Year 7 to Year 9, students will study:
 - English
 - Mathematics
 - Science
 - Art
 - Computing
 - Design Technology
 - Food
 - Geography
 - History
 - Modern Foreign Language French or Spanish
 - Music
 - Religious Education
 - Physical Education
 - PSHE. (Personal, Social, Health and Education).

Subjects studied during KS4

- Students study a strong academic core including English and Mathematics, with science and a choice of EBacc and Open Group subjects.
- Y10 and 11 students are taught English, mathematics, science, PSHE, RE and core physical education accompanied by 4 option subjects.
- The curriculum model can be found on the school website.

Table to outline the subject offer at KS4

	Curriculum 2025-27 current year 11	Curriculum 2026-28 current year 10
EBac c Grou p	English Language English Literature Mathematics Science Computer Science French, Geography, Spanish History.	

Open Group	Art (GCSE) Business Studies (GCSE) Computing (GCSE) Design Technology (Vocational) Health & Fitness (Vocational) Health & Social Care (Vocational) Hospitality & Catering (Vocational) Photography (GCSE)	Art (GCSE) Business Studies (GCSE) Computing (GCSE) Creative iMedia (Vocational) Design Technology (Vocational) Health & Fitness (Vocational) Hospitality & Catering (Vocational) Photography (GCSE)
------------	--	---

4.1 PSHE Curriculum

- PSHE is a timetabled subject for all year groups and is taught by form tutors weekly on Monday period 1.
- Students follow schemes of work which promote discussion; exploring the diversities of life including, drug awareness education, financial education, sex, and relationship education (SRE) and the importance of physical activity and a diet for a healthy lifestyle. There will also be more emphasis placed on keeping physically and mentally healthy through PSHE activities as we consider the long-term impact of the Covid 19 pandemic.
- For further curriculum related policies please see our website at www.westcraven.co.uk
 - Relationships and sex education policy
 - Careers and guidance policy

5. 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:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)
- Students whose reading age is below that of their peers

Teachers will plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students 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 and senior leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through regular school visits and conducting quality of education reviews.

Curriculum and subject leaders monitor the way their subject is taught by regular quality assurance including lesson drop ins and student work scrutiny.

This policy will be reviewed by the Assistant Principal. At every review, the policy will be shared with governors.

7. Links with other policies

This policy links to the following policies and procedures:

- SEND policy and information report
- Equality information and objectives
- Teaching & Learning policy
- Behaviour policy