



## Sackville School Curriculum Policy

**Reviewed by:** Paul Street      **Date adopted:** Autumn 2023  
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## 1. Curriculum aims

At Sackville we aim to provide an **engaging, rich and broad** curriculum that allows all students the opportunity to develop their abilities and talents to achieve their **potential**; ensuring as a school that we **fight for every child**. Our curriculum provides clear progression routes which prepare students for the **world of work** and to live fulfilling adult lives as **global citizens**; leaving students with a **lifelong love for learning**.

Sackville's curriculum is both **diverse** and **inclusive** but most importantly is **ambitious** for all our students regardless of their learning needs or background. We believe this because:

- ☐ It provides greater **breadth and depth at KS3**, delivered over three years to give as much breadth for as long as possible **preparing all students with the essential key skills to succeed at GCSE**. This focus on developing the core skills of literacy and numeracy is very important post covid to ensure students have the foundations for further learning
- ☐ Our **broad** KS4 curriculum with its **vocational pathways** ensures continued curriculum **breadth** with the added benefit of students being able to **personalise** their curriculum and **achieve their potential** according to their **abilities and talents**. Delivery over two years means a more pacy approach bringing about continued **engagement** and shorter time for students to remember examination content
- ☐ **Adaptations to learning** are present throughout the curriculum making it fully **accessible** for all our students including those with **SEND** and the **most disadvantaged**, ensuring **equality** of opportunity.
- ☐ **Early entry GCSE RE**, providing students with an additional GCSE and vital exam experience before Year 11 as well as ensuring we meet SACRE requirements of all students learning RE in KS4
- ☐ Our **comprehensive** and **inclusive** KS5 curriculum provides a variety of pathways both **academic** and **vocational** at levels two and three ensuring students are prepared for **higher education** or the **world of work**
- ☐ Our well sequenced curriculum means that **knowledge** is taught to be remembered using a range of research led pedagogical developments
- ☐ Our comprehensive and popular **extra-curricular programme** and **supra curriculum** in Years 7 and 9, ensures further **breadth, diversity** and **opportunity** beyond the timetabled curriculum
- ☐ Our **Learning for Life** programme sets out to develop character, knowledge and skills to go on and live **fulfilling adult lives**. Our careers programme helps students navigate key **transition points** and helps students create their own **future pathways** into further education or the **world of work**.



Sackville has an **engaging and ambitious** programme of study to deliver **knowledge** and **skills** that is underpinned by the school's **core values**.

Our comprehensive **Learning 4 Life** programme delivered during an extended tutor period on a Wednesday morning and through collapsed days preparing our students to succeed in a **life beyond Sackville**.

**Alternative curriculum** programmes ensure a curriculum that meets the needs of all, developing **individual abilities and talents**. Our broad extra-curricular offer, super curriculum and curriculum enhancement week ensure a **diversity** to our curriculum developing **engagement** and the **love of learning**.

## 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](#).

## 3. Roles and responsibilities

### 3.1 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 also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that 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 Students 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 students with different abilities and needs, including children with SEN

### 3.3 Other staff

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

The Deputy Headteacher for student provision will oversee this policy and has an overview of the whole school curriculum. He will be supported by Curriculum Leaders in ensuring that the policy is implemented within their subject areas.

## 4. Organisation and planning

Below is Sackville School's current curriculum model.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	En							Ma							Sc							PE				Gy			Hi		RE		MFL				Ar		Cp		Mu		Dr		Dt		S			
	10 (40)							10 (30)							10 (30)							10 (40)				10 (30)			10 (30)		10 (20)		10 (40)				10 (20)		10 (20)		10 (30)		10 (30)							
Year 8	En							Ma							Sc							PE				Gy			Hi		RE		MFL				Ar		Cp		Mu		Dr		Dt		S			
	10 (30)							10 (30)							10 (70)							10 (40)				10 (30)			10 (30)		10 (20)		10 (40)				10 (20)		10 (20)		10 (20)		10 (30)							
Year 9	En							Ma							Sc							PE				Gy			Hi		RE		MFL				ArMuDr		Dt		Cp		S							
	10 (70)							10 (70)							10 (70)							10 (40)				10 (30)			10 (30)		10 (40)		10 (40)				10 (20)		10 (20)		10 (20)		10 (30)							
Year 10	En							Ma							Sc							PE				RE			Op 1		Op 2		Op 3				Op 4													
	12 (84)							12 (84)							12 (98)							10 (40)				12 (68)																								
Year 11	En							Ma							Sc							PE							Op 1		Op 2		Op 3				Op 4													
	12 (48)							12 (48)							12 (120)							10 (40)																												

These 50 lessons are further enriched by our comprehensive **Learning 4 Life programme** delivered during an extended tutor period on a Wednesday morning and through collapsed days preparing our students to succeed in a **life beyond Sackville**.

Our comprehensive Learning 4 Life and futures programme provides a vehicle to deliver the following

- o Relationships and sex education, and health education (secondary schools)
- o Spiritual, moral, social and cultural development
- o British values
- o Careers guidance

Individual curriculum areas will also have their own subject curriculum intents and rationale that align with the school's and well planned and resourced schemes of learning and assessment.

## 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 SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities 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 SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through the teaching and learning committee and by visiting the school.

The SLT will monitor the curriculum's delivery through regular LMM with Curriculum Leaders and through annual curriculum reviews.

Curriculum Leaders monitor the way their subject is taught throughout the school through learning walks, work scrutinies and student voice.

This policy will be reviewed every two years by the Deputy Headteacher for Student Provision. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- SRE Policy