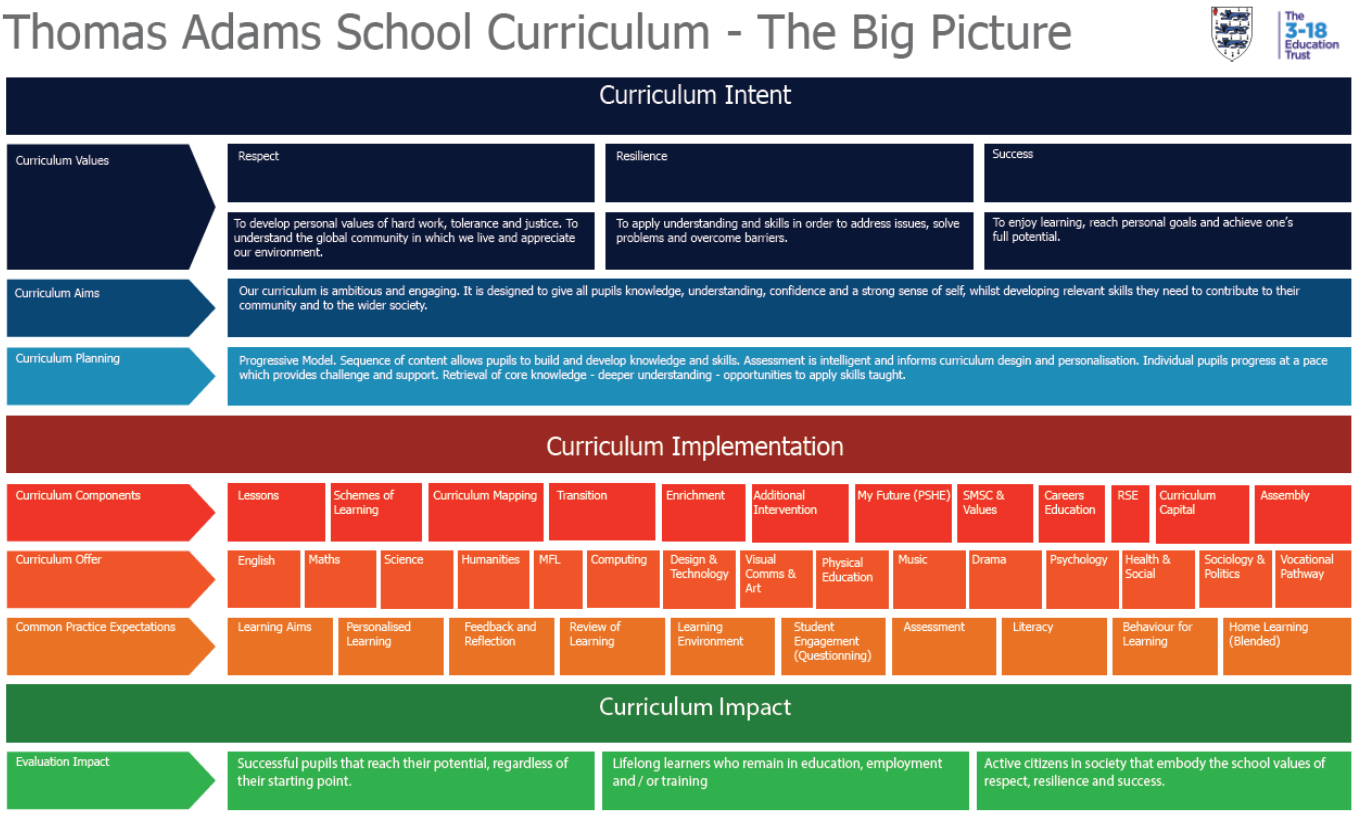
Thomas Adams School

Curriculum Policy

Monitoring	Frame of engagement	Date
Member of Staff Responsible	TM	August 2026
Governor Accountability	Link Governor	
Consultation Parameters	Local Governing Body	
Information		
Date of latest version		August 2026
Date for next review **(and cycle)**		August 2027
Uploaded to Website		Yes

1. Curriculum Intent Statement



2. Legislation and guidance

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

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.

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

- 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 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
- Pupils 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 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
- Where appropriate, the individual needs of some pupils 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 pupils with different abilities and needs, including children with SEND

3.3 Other staff

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

- **Subject Leaders** provide specific steer on subject curriculum design ensuring that is adheres to the school curriculum intent statement. Examination qualifications are implemented to meet the needs of our pupils and provide clear pathways to future learning or employment. This is supported by Key Stage 3 curricular that are mapped and provide threads of learning in preparation for Key Stage 4 and beyond. They also provide opportunities and experiences that encompass the School's curriculum values and principles.
- **The SENDCo** tailors specific provision to meet the needs of pupils on EHCPs, Graduated Support and all other pupils with requirements for special educational support.
- **The Careers Leader** enriches the curriculum offer by providing a service which meets the Gatsby Benchmarks. They support Subject Leaders in embedding careers education into

their curriculum delivery and provide our pupils with the opportunities and experiences to develop employability skills.

- **The PSHE Leader** organises and facilitates the curriculum delivery of PSHE throughout the academic year which focus on the wider curriculum such as Relationship, Health and Sex education, SMSC, British Values, Citizenship and Careers Education.

4. Organisation and planning

Curriculum Intent

The School aims to provide a broad and balanced curriculum that meets all statutory requirements, enriched by a wide range of additional opportunities for learning and personal development. To provide a choice of pathways as students' progress through the school, preparing students thoroughly for relevant qualifications at the end of each key stage. These ideals reflect our school vision of *Growing Together; Fulfilling Potential.*

Growing Together (Teaching and Learning Intent)
Adaptive Teaching is at the heart of everything we do and it is our aim to set high standards through quality first teaching.

Fulfilling Potential (Curriculum Intent)
We believe that all pupils must fulfil their potential regardless of their barriers to learning (Ambition for all) through a **skills based and knowledge-rich curriculum** that **meets the needs of individuals** and **reflects our school values of respect, resilience and success.**

To comply with the DfE Funding agreement and embed moral and ethical ideals to our curriculum delivery we expect:

- Any views or theories that are contrary to established scientific or historical evidence and explanations are not to be taught as evidence-based
- To teach evolution as a comprehensive, coherent and extensively evidenced theory
- Political issues to be handled in a balanced way
- To actively promote the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

  To promote principles that support equality of opportunity for all
- To provide independent and impartial careers advice to pupils from Year 8 onwards

3-18 Education Trust Principles

All schools are expected to have a well-planned, broad and well-sequenced curriculum based on the requirements set out in the National Curriculum.

Schools within our trust are expected to develop curriculum models which provide for a great education for our young people, as per our Trust mission. Curriculums are expected to be aligned to our Trust values of: compassion, resilience and accomplishment.

Curriculum Design

In Year 7, pupils are predominantly taught in their mixed ability form groups. However, some setting by ability happens in English, Mathematics, French and PE. This is based on Key Stage 2 outcomes and prior data collections, both formal and informal, taken in the Autumn term.

In all subsequent years, where possible, pupils are set by ability in the majority of subjects. There are frequent assessments of students and the composition of sets is changed according to performance based on these regular reviews.

Curriculum mapping for each subject area can be located on the school website.

Parents / Carers can access the "Curriculum" section of the school website for key information or contact the school and request to speak to the Deputy Headteacher for Quality of Education or Subject Leaders.

Year 7

- Pupils are taught in mixed groups across the curriculum throughout the year with the exception of English, Mathematics, French and PE.
- In English, Mathematics and French the timetable is constructed to allow a setting arrangement in both halves of the cohort. The Year 7 cohort is normally setted in both halves of the year group during the Autumn term.
- Technology is taught in mixed ability groups across Year 7 to allow a consistent diet.
- PE divides its pupils into single sex ability groups across the year group.
- All other subjects, humanities and the creatives, remain in form groups during year 7, to promote a positive transition into secondary school fostering relationships between students and teachers.

Year 8

- Setting arrangements exist in each half of the year group in English, Maths, Science and French.
- Mixed-ability groups continue to exist across Year 8 in Technology and ICT.
- The creatives Art, Drama and Music are set in mixed ability groups, a consensus is met between subjects on some students based on attitudes and practical skills and relationships.
- RE, Geography, and History continue to be taught in form groups.
- PE continues with a similar grouping arrangement to Year 7.

Year 9

- Similar setting and grouping arrangements occur as in Year 8, although content covered provides preparation for Key Stage 4 qualifications, with programmes of studies adjusted to meet these expectations.
- During Technology students in Year 9 have the opportunity to select 2 of their preferred areas (within the Technology umbrella – Textiles / Food & Nutrition / Design and Technology)

and study these for half of the academic year each. This is to allow for students to progress and further develop their skills in subjects that are likely to be selected as a course in KS4.

Years 10 and 11

- English, Maths and Science set based upon ability across the year group. In English, lower sets focus on English Literature and these groups sit the examination during the Year 10 Summer series. Higher sets cover both disciplines and sit their English Language and Literature examinations in the Year 11 Summer series (along with the lower sets that sit the English Language papers during this series). Science operate a "carousal" delivery model ensuring that students have content delivered by experts in each discipline.
- French set based on ability.
- PE Core Programme (Activity Pathways) is delivered in mixed ability groups.
- Option subjects are generally taught in mixed ability groups, but a certain amount of setting may occur when there is more than one group being taught in a subject area. These subjects include: Fine Art, Art 3D, Business Studies (GCSE, Cambridge National), Drama, Geography, Graphics, Psychology, History, Music, PE (BTEC), RE, Design and Technology [Hospitality, Product Design, Textiles], Music, Computer Science, ICT, Health and Social Care, Triple Science, Child Development, Performing Arts.
- A Vocational Pathway is offered to a small number of pupils and incorporates the following
    - Work experience or an external Alternative Provision placement.
    - Access to Thomas Adams' Revive Centre
    - Additional support for post-16 options and external employment-based qualifications.

- For SEND and ECHP pupils, a modified and bespoke curriculum offer is provided aimed at meeting their individual needs; arrangements for this are led by the SENDCo.

Post 16

Thomas Adams Sixth Form currently offers the following courses as Level 3 qualifications (A Level/ BTEC/CTEC):

Art, Biology, Business Studies, Chemistry, Computer Science, Drama and Theatre Studies, English Combined, English Language, English Literature, Extended Project Qualification, Film Studies, Food Science, French, Further Mathematics, Geography, Politics, Graphic Design, Health and Social Care, History, Sport, ICT, Law, Mathematics, Music, Photography, Physics, Product Design, Psychology, Religious Studies, Sociology and Textiles.

Year 12 and Year 13:

- Students typically study three subjects at A Level/BTEC/CTEC
- In Year 12, subjects are taught for five hours a week, with students spending five additional timetabled hours a week in our Study Hub

- In Year 13, subjects are taught for four hours a week – with an additional 5th hour of work set independently by the class teacher, students are expected to spend five additional timetabled hours a week in our Study Hub.
- English and/or Maths, GCSE retakes are offered. Resitting GCSE Maths and/or English is compulsory, should a student have not achieved a level 4 or above at the end of Year 11

16-19 Study Programme

Our 6th form curriculum offer complies with the guidance issued by the DfE guidance by adhering to the following key principles:-

- All students funded through the 16 to 19 funding methodology are enrolled on a study programme.
- All study programmes have a core aim. This will be tailored to the needs of the individual and typically include a substantial qualification (academic or technical).
- All study programmes include the opportunity for work experience.
- Study programmes are flexible programmes built around the needs of individual students.

All 16 to 19 study programmes are designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. These include:-

- substantial qualifications that stretch students and prepare them for education at the next level or for employment.
- English and maths where students have not yet achieved a GCSE grade 4
- work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
- other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression.

Each study programme will consist of a number of planned hours (meaning hours that have been timetabled and are supervised by the provider). Providers must ensure that the number of hours are realistic and deliverable.

Study programmes are designed to be full-time with a minimum of 580 planned hours per academic year (as per our funding guidance, we expect full-time study programmes for 16 and 17 year olds to be on average 600 hours).

Students with SEND are given the support they need to access their study programme. The 6th form takes particular care to tailor study programmes to the individual aspirations and needs of students with SEND, in discussion with the student.

Work experience is a key component of 16 to 19 study programme. It aims to give young people the opportunity to develop their career choices, get a first taste of work, and develop those critical employability skills needed for real working conditions. All students are expected to undertake work experience or work-related training as part of their study programme.

Wider Curriculum

Details on how the wider curriculum is delivered, can be found in the following policy statements:

- Relationships, health and sex education
- SMSC (including British Values)
- CEIAG

Support for Curriculum Implementation

All departments have curriculum mapping documents that provide an oversight of delivery, supported by schemes of learning. These schemes of learning provide details on content to be delivered and suggested methods for teaching. These allow staff to create bespoke lesson plans to meet the needs of their pupils. The teaching is expected to be structured, planned and based on high expectations that allow students of all ability to progress.

The curriculum is supported by a range of physical resources including; Science labs, indoor and outdoor sports facilities, a Drama studio, ICT hardware and software, a library and Sixth Form Study Hubs.

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study all of the National Curriculum subjects we offer, wherever possible, and ensure that there are no barriers to every pupil achieving.

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 statement of Equality Information and Objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors / Senior Leadership monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Local Governing Board and Link Meetings
- Governor Day Visits
- Trust Standard Reviews
- Curriculum Review and Audit
- Curriculum Mapping Reviews
- Governor Reports
- Book Looks
- Lesson Visits
- Pupil Pursuits
- Markbook Reviews
- Stakeholder Voice
- Line Management Cycle
- Data Reviews
- School Leadership Meetings
- Examination Outcome Reviews

Subject Leaders monitor the way their subject is taught throughout the school by:

- Curriculum Mapping
- Schemes of Learning Reviews
- Departments on a Page (DOAP)
- Quality Assurance Calendars
- Internal Book Looks
- Standardisation / Moderation Meetings
- Department Meetings
- Subject Lesson Visits
- Markbook Reviews
- Stakeholder Voice
- Data Reviews
- Examiners Reports

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Senior Leader that has oversight of the curriculum. 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
- NEA policy
- SEND policy
- Equality Information and Objectives
- Careers Guidance policy
- Most Able policy
- Relationships, Health and Sex Education policy
- SMSC (including British Values)
- Pupil Premium policy
- Monitoring and Evaluation policy