



**KINGSDOWN
SCHOOL**

Curriculum Policy

Last reviewed on:	September 2025
Next review due by:	September 2026

1. Aims

Our curriculum aims help student to develop:

- broad knowledge and skills relevant to adult life and employment in a changing world;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- literacy, numeracy and competence in the use of information technology as well as reading for pleasure;
- their creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- an awareness of the student's place in the community and opportunities for service to each other and to the community.

2. 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 the school has chosen to follow.

It reflects the need to deliver statutory CEIAG education as outlined in the [Careers guidance and access for education and training providers](#)

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 Academy Trusts: [Governance guide](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governors

The governors will monitor the effectiveness of this policy and hold the headteacher 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 school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, mathematics, 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 lead to qualifications, such as GCSEs and vocational awards, which 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 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 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 SEN

3.3 Students facing staff

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

Staff are expected to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of students, work and behaviour;
- employ a variety of appropriate teaching and learning strategies in line with our TEMPO framework;
- ensure that, wherever possible, students have means of access to the curriculum and are given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements by responding to feedback;

- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters;
- embrace ICT as an effective tool for enhancing teaching and learning;
- set home learning in line with the school's expectations.
- collaborate with colleagues to plan and devise a suitable five year curriculum that provides a strong foundation for successes in examinations at key stage 4 and beyond.

4. Organisation and planning

The school operates a two week timetable with five, one hour teaching lessons each day. Students attend four lessons before lunch and one lesson after.

Each day begins with a tutor session or an assembly which begins at 08.20am before the first teaching lesson at 8.45am. Each week in Tutor time, students follow a programme which includes the student bulletin, Book Your Future (a whole class reading programme), leadership time, review of attendance and an assembly.

Personal Development, CEIAG and SMSC are delivered through timetabled PD lessons which take place each week for 60 minutes. This is a structured program that ensures progression across five years to ensure the statutory curriculum is delivered and more.

Students at Key Stage 3 follow a common curriculum comprising:

Subject	Hours per fortnight in year 7	Hours per fortnight in year 8	Hours per fortnight in year 9
English	8	8	8
Maths	7	7	7
Science	7	7	8
Computing	2	2	2
Design and Technology	2	2	2
French	3	3	3
Geography	3	3	3
History	3	3	3
Physical Education	5	5	4
Drama	2	2	2
Music	2	2	2
Art and Photography	2	2	2
Religious Education	2	2	2
Personal Development	2	2	2
TOTAL:	50	50	50

Key Stage 3 Curriculum

The KS3 Curriculum is designed to enhance the learning undertaken in the primary schools to provide students with the foundations to follow their chosen courses in KS4. The KS3 curriculum offers more than these foundations as it broadens and enriches the learning experience across a wealth of different subject disciplines.

In the vast majority of subjects - with mathematics as an exception - students are taught in tutor groups or other mixed ability classes. However, on entry, students who have identified barriers to learning for reading and numeracy, and who are significantly below their age-related expectations are taught as one group for a number of subjects. Here they have further time to engage with reading and numeracy programmes, rather than study a language, to enable them to close the gaps on their peers and to make accelerated progress.

Key Stage 4 Curriculum

At key stage 4, students study the core subjects including Personal Development. Students are also offered a suite of optional subjects of which four can be selected.

The common core comprises of:

Subject	Hours per fortnight in year 10	Hours per fortnight in year 11
English	8	8
Maths	8	8
Combined Science (Dual award)	8	8
Physical Education	3	3
Personal development	2	2
Religious Education	3	1
Option A	6	5
Option B	6	5
Option C	6	5
Option D	-	5
TOTAL:	50	50

Students are encouraged to select a balance of subjects to include the arts, languages and humanities. One option must be an EBacc subject and includes one of Triple Science, History, Geography, French or Computer Science.

The subject choices for KS4 study for examinations to be taken in 2026 are as follows.

Option block A	Option block B	Option block C	Option block D
Computer Science	Business Studies	Art	Business Studies
French	Computer Science	Business Studies	Drama
Geography	DT	DT	Food and Nutrition
History	Food and Nutrition	French	French
Sport Studies	Geography	Health and Social Care	Geography
Art	History	Religious Studies	Photography
Food and Nutrition	Health and Social Care	Sport Studies	Sport Studies
		Music	Triple Science

The subject choices for KS4 study for examinations to be taken in 2027 are as follows:

Option Block A	Option Block B	Option Block C
French Geography History Computer Science DT - Timbers and Boards DT - Food and Nutrition Health and Social Care Photography Retail Business Sport Studies	French Geography History Art Drama DT - Textiles DT - Food and Nutrition Health and Social Care Retail Business Sport Studies GCSE PE	French Geography History Triple Sciences Art Child Development DT - Timbers and Boards DT - Food and Nutrition Music Retail Business Sport Studies

Our decision to make RE a core GCSE reflects its academic and personal value. Over the past five years, students at Kingsdown have achieved outstanding results in RE. By incorporating RE into the core curriculum, we aim to build on this success, boosting overall academic outcomes and enabling all students to thrive.

The vast majority of courses lead to GCSE (9-1) examinations whereas Health and Social Care, Business Retail and Sport Science courses offered are level 2 vocational courses (P1-D2*). The majority of students therefore can achieve up to nine level 2 qualifications.

We offer an alternative pathway for a small number of targeted students at KS4. They pursue a pathway that provides a Pre-16 college experience in either Hair and beauty or Construction. These students have the opportunity to complete a level 1 qualification.

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 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 support students to take part in all subjects. The strategies outlined in our TEMPO teaching and learning framework are designed to ensure that all students are supported in being able to access the curriculum.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

Heads of Department evaluate the effectiveness of their curriculum. This ensures that learning walks, work reviews, student voice, analysis of data and home learning reviews are undertaken at calendared points in the academic year. From these reviews, Heads of Department collaborate to share best practice, develop actions plans and measure the impact of these.

Heads of Department have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the governors..

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and Learning Policy
- SEN policy
- Extra-curricular Policy

Signed

Emma Leigh-Bennett
Headteacher

Date

Signed

Chair of Governors

Date