

# THE ELTON HIGH SCHOOL



## Curriculum Policy

Date Prepared	1st October 2025
Date agreed by Governors	November 2025
Date to be reviewed	November 2026
Person Responsible	Sarah Warden

## **OUR VISION**

We aim to provide a curriculum which supports students to develop Ambition, Resilience and Kindness. We want the young people in our care to grow into considerate, articulate individuals who have a confident knowledge of the wider world and can contribute positively to society. There is an emphasis on spiritual, moral, social, cultural, mental and physical development across the curriculum which further supports students to develop into successful young adults. In addition to the taught curriculum, all students receive specific Careers Education and Guidance and Personal Social Health Citizenship Education through our personal development curriculum (Years 7 – 11).

We also want our students to experience educational activities that foster independence and promote resilience and a healthy lifestyle.

To secure the best possible outcomes for all students, regardless of background or starting point, we ensure that all lessons are taught by skilled and motivated staff who have strong subject knowledge. Through our curriculum and enrichment provision we aim to offer a range of rich and varied experiences which help to prepare students for life beyond school by making learning enjoyable, engaging and rewarding.

In summary our curriculum is designed to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## **CURRICULUM INTENT**

Each department in school has distilled its curriculum intent into a vision statement and a long-term roadmap for learning. Each of these is available on the school website. All of these are at least as ambitious as the National Curriculum, and demonstrate how that curriculum is planned into each child's education in our school.

We have Ambition for All and our intent is for the curriculum to facilitate all learners to achieve their full potential during their five years at Elton.

### IMPLEMENTATION - KEY STAGE 3

	7	8	9
English/Lit	8	6	6
Maths/Stats	6	8	8
Science	8	6	6
History	2	4(3)	4
Geography	2	4(3)	4
MFL	4	4(6)**	4
RE	2	2	2
Art	2	2	2
Technology	4	4	4
Music	2	2	2
Computing	2	2	2
PD	X*	2	2
PE	4	4	4
Oracy	2	X	X
Total	50	50	50

\*PD is delivered on a carousel basis in year 7, as well as through one-off events

\*\*The lessons in brackets are for the highest attainers who study a second language from Y8

## IMPLEMENTATION - KEY STAGE 4

	10	11
English/Lit	10(8)	10(8)
Maths/Stats	8	8
Science	10(12)	10(12)
History	OPT	OPT
Geography	OPT	OPT
MFL	OPT	OPT
RE	OPT	OPT
Art	OPT	OPT
Technology	OPT	OPT
Music	OPT	OPT
Computing	OPT	OPT
PD	2	2
PE	2	2
Oracy	X	X
Total	50	50

\* Triple Science students have an additional Science lesson each week

Pathways:

In Key Stage Four all students continue to study the following 'Core' subjects:

- English (2 GCSEs: Eduqas English Language and AQA English Literature)
- Maths (2 GCSEs: AQA Maths and Statistics [Y10])
- Science (2/3 GCSEs depending on Pathway, both AQA)
- PE (non-examined)
- Personal Development (non-examined)

Students will have the opportunity to choose three additional subjects. All students must choose one subject from French, History or Geography and we strongly advise most of our students to follow the ebacc route by choosing **both French and History/Geography** alongside another subject of their choice.

A small number of students will complete the ASDAN qualification in lieu of one option and this will be decided in discussion with the Deputy Headteacher, the Sendco and the student.

The qualifications we offer are:

- o AQA Art and Design GCSE (may not be done with Textiles)
- o Edexcel Business Studies GCSE
- o Edexcel Computer Science GCSE
- o Edexcel Design Technology GCSE
- o WJEC Food Preparation & Nutrition GCSE
- o AQA French GCSE
- o AQA Geography GCSE
- o Edexcel History GCSE
- o WJEC Music GCSE
- o AQA Photography GCSE
- o AQA PE GCSE
- o AQA Religious Studies GCSE
- o AQA Textiles GCSE (may not be done with Art and Design).
- o OCR Cambridge National Sports Studies\*
- o OCR Cambridge National Child Development\*
- o WJEC Vocational ICT\*

## **IMPACT**

Teachers assess curriculum impact within the classroom using a range of formative assessment strategies to identify and address misconceptions.

Each unit of learning has an assessment identified in the Medium Term Planning for teachers and heads of subject to track the impact of the learning.

In addition, more formal assessments take place during the year. In years 7, 8 and 9, students complete formal exam-style tests twice each year, and in years 10 and 11, mock examinations take place.

Information from teacher assessment is reported to parents three times each year for every student. The dates of these grade cards are published annually in September. At Key Stage Three the percentage outcomes of tests are reported directly, with an average grade for comparison, while at Key Stage Four GCSE grades are used.

The overall curriculum is evaluated throughout the school year through Quality Assurance processes - lesson observations, curriculum link meetings, work scrutiny, student voice and analysis of student data. These processes enable middle leaders to evaluate the impact of their subject curriculum on a regular basis.

Governors also continue to monitor and review the curriculum through the Curriculum Sub Committee meetings where subject content and quality assurance information is regularly considered.

## **INCLUSION**

The curriculum at Elton is designed to be accessible and ambitious for all our young people. Most students will experience the intended curriculum in lessons, but for a very small minority, interventions will take place in lesson time, where the benefit of the intervention to the young person will be significant and it will meet an individual learning need. A smaller number of students might follow an adapted curriculum for a longer period of time which is based within the additional needs provision at the hub. They undertake programmes of study which are personalised to them on a one-to-one or small group basis. Access to the full mainstream school provision may be built up gradually in a personalised way.