



<b>Testwood School Curriculum Policy</b>	
Key Responsibility area:	Mr T. Webber/SW&C
Last Review:	January 2022
Next Review:	January 2023

### Revision History

Version	Date	Amendments	Initials
1	06.06.19		TW
2	11.07.19		TW
3	11.12.19		TW
4	09.11.21		TW

### The curriculum is intended to:

- Develop in all students the knowledge and skills needed to take advantage of opportunities, responsibilities and experiences later in life so that they become successful learners, confident individuals and responsible citizens who lead healthy lives.
- Provide all students with a broad, knowledge-rich curriculum that builds on students' prior learning in Key Stages 1 and 2 and is based on the National Curriculum during Key Stage 3, the domains of knowledge identified by GCSE specifications (and those of equivalent qualifications) at Key Stage 4, and Religious Education and Relationships and Sex Education in Key Stages 3 and 4. Sometimes it will be appropriate to personalise the curriculum for a student but in such instances the curriculum will still be ambitious for every student.
- Place a particular emphasis on meeting the particular learning needs of our community. These include:
  - closing the attainment gaps that already exist in reading, writing and numeracy so that all students can meet age-related expectations and the vast majority do so
  - raising aspirations about further and higher education
  - the promotion of multi-cultural values in a predominantly White British community
- Ensure that all students can read at an age-appropriate level
- Ensure that all students develop the necessary cultural capital so that they have an appreciation of human creativity and achievement through the study of the best that has been thought and said.

The curriculum will be implemented by:

- The development of the two-year Key Stage 3 curriculum so that students know, apply and understand the knowledge, skills and processes specified in the subject programmes of study.
- The development of the three-year Key Stage 4 in order to enable more breadth of study in more depth at Key Stage 4, and to facilitate the secure development and understanding of relevant and appropriate disciplinary knowledge.
- Planning the order of learning in order to build knowledge most effectively and also sequencing learning to support distributed practice which is more effective in building up long-term memory.
- Including regular and frequent practice testing (testing students on the content of their learning) to provide retrieval practice and to take advantage of the hypercorrection effect (students are more likely to remember the right answer if they get it wrong first and are then corrected). It is envisaged that students will often mark their own tests.

The impact of the curriculum will be assessed by:

- Evaluating how well students have gained the expected knowledge and understanding through, amongst other things, the results of external exams and internal assessments. It is important to note that exams should exist in the service of the curriculum rather than the other way round. It is the whole domain of knowledge that is of value to the student.
- Evaluating the knowledge and understanding of students shown in their work.
- Analysing destinations, attendance and attitudinal data to evaluate the successful development of the wider skills listed above
- Listening to the views of students on the degree to which they are progressing in their subject knowledge and understanding.

This policy was approved by the Board of Trustees and will be reviewed annually.

Date Policy Agreed: January 2022

Review Date: January 2023

Signature of Chair of Trustees

Date: