



Testwood School Curriculum Policy	
Key Responsibility area:	Mr T. Webber/SW&C
Last Review:	October 2023
Next Review:	October 2024

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
5	09.01.23	Re-worded to include more specific reference to planning and to learning in lessons and the use of assessment and feedback	TW
6	03.10.23	Revision dates updated	TW

The curriculum is intended to:

- Develop in all students the knowledge and skills to appreciate and understand the world around them and achieve outcomes that form the foundations for further, more specialised learning in the future.
- Support our students to become successful learners, confident individuals and responsible citizens who have an empathy towards and an understanding of others, and 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 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.
- Clear identification of the substantive knowledge and disciplinary knowledge to be learned by students at each stage.
- Planning the order of learning in order to build knowledge most effectively and also sequencing the learning to support distributed practice which is more effective in building up long-term memory.
- Lessons that support the development of knowledge, its long-term retention, and its application. This is achieved through the regular review of content, the use of questioning, the provision of modelling and scaffolding, and the use of guided practice.
- Regular checking of student understanding by teachers to inform their teaching and planning, and to guide improvement

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 extent to which the students are confident and understand the world around them, and are ready for the next stage of their education.
- Listening to the views of students on the degree to which they are progressing in their substantive and disciplinary knowledge

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