



# Testwood School Curriculum Policy

Key Responsibility area:	Mrs R Magee /SW&C
Last Review:	October 2024
Next Review:	October 2025

## 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
7	11.10.24	Updated in line with the change in time allocation at KS3/4 and the implementation of The Testwood Way.	RM

## 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. Depending on the cohort these may include:

- Closing the attainment gaps that already exist in reading, writing and numeracy so that all students can meet age-related expectations.
- Raising aspirations about higher education
- The promotion of multi-cultural values in a predominantly White British community
- Ensuring that all students can read at an age-appropriate level
- Ensuring 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 application of The Testwood Way, outlining the vision of our curriculum through the guiding principles of curriculum design, teaching and learning, home learning, assessment and feedback, meeting the needs of disadvantaged learners, reading and supporting learners with SEN needs.
- The redevelopment of a three-year Key Stage 3 curriculum so that students know, apply and understand the explicit knowledge, skills and processes specified in the subject programmes of study.
- Redesigning the two-year Key Stage 4 curriculum to enhance students' mastery of essential disciplinary knowledge and skills.

**In line with The Testwood Way:**

- Subject programmes of study will have clear identification of the substantive knowledge and disciplinary knowledge to be learned by students at each stage.
- Programmes of studies will outline the order of learning to build knowledge most effectively and also sequencing the learning to support distributed practice which is more effective in building up long-term memory.
- Programmes of study will include 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.
- Class learning will be supplemented by home learning that builds upon the curriculum and consolidates learning through practice.
- Regular checking of student understanding through questioning 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 assessment data to ensure the progress of all students and to identify any areas that need revisiting of planned intervention.

- An annual Quality Assurance of the Curriculum visit from the SLT Curriculum Team to each curriculum area to monitor the impact of the curriculum.
- A continued Monitoring the Quality of Education Programme carried out by Curriculum Leaders and overseen by SLT line managers.
- 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.