

Testwood School Curriculum Policy

Key Responsibility	RM/SW&C
Last Review:	October 2025
Next Review:	October 2026

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	Reworded 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
8	21.10.25	Rewrite	RM

1. Intent

The curriculum at Testwood School is designed to develop in all students the knowledge, skills, and attributes necessary to understand and contribute positively to the world around them. It provides a strong foundation for further study, employment, and lifelong learning.

Our curriculum ensures that all students become successful learners, confident individuals, and responsible citizens who demonstrate empathy, respect, and an appreciation for diversity. It is ambitious for all and built upon prior learning, extending knowledge gained in Key Stages 1 and 2.

The curriculum is broad, knowledge-rich, and rooted in the National Curriculum at Key Stage 3 and in the domains of knowledge identified by GCSE and equivalent

specifications at Key Stage 4. Religious Education, Relationships and Sex Education, and Personal Development are integral to this offer.

Our curriculum addresses the specific learning needs of our community, including closing gaps in reading, writing, and numeracy; raising aspirations for higher education; promoting multi-cultural understanding; and ensuring all students can read at an age-appropriate level.

We are committed to promoting equity of access and opportunity for all learners, including those with Special Educational Needs and Disabilities (SEND) and those from disadvantaged backgrounds. The curriculum provides every learner with the opportunity to thrive and achieve ambitious outcomes.

2. Implementation

The curriculum is implemented through The Testwood Way, which defines our approach to curriculum design, teaching and learning, assessment and feedback, reading, and support for disadvantaged and SEND learners.

Our three-year Key Stage 3 curriculum enables students to know, apply, and understand the explicit knowledge, skills, and disciplinary practices within each subject. At Key Stage 4, the curriculum is designed to secure mastery of essential disciplinary knowledge and skills.

Subject programmes of study clearly identify substantive and disciplinary knowledge, sequencing learning to promote progression, retention, and application. Regular review, questioning, modelling, scaffolding, and guided practice support effective learning.

Home learning consolidates classroom learning, while regular formative assessment enables teachers to adapt teaching and provide targeted support.

Professional development supports staff in delivering the curriculum effectively, including subject-specific pedagogy, curriculum design, and inclusive practice.

Digital literacy and online safety are embedded throughout the curriculum to ensure students develop the knowledge and resilience required for responsible participation in a digital world.

Careers education and guidance are integral to the curriculum at all stages, aligning with the Gatsby Benchmarks and ensuring students make informed choices about future pathways.

3. Impact

The impact of the curriculum is evaluated through a range of quantitative and qualitative measures, ensuring continuous improvement and accountability.

Evaluation includes analysis of assessment data, student work, destinations, attendance, and attitudinal data to measure progress, engagement, and readiness for the next stage of education.

Examinations and assessments serve the curriculum, not the other way around.

Success is defined by the depth of students' knowledge, understanding, and personal development.

The SLT Curriculum Team conducts annual Quality Assurance visits to each curriculum area, complemented by ongoing monitoring and evaluation led by Curriculum Leaders.

Feedback from students, parents, staff, and trustees informs curriculum development and improvement. Findings from evaluation cycles feed directly into curriculum redesign and professional development priorities.

4. Governance and Review

The Board of Trustees holds overall responsibility for ensuring that the curriculum meets statutory requirements and reflects the school's vision and values. Trustees receive regular reports on curriculum intent, implementation, and impact, and provide appropriate challenge and support.