Empowering all to achieve

Severn Vale School
An Academy

CURRICULUM POLICY

Date of Policy	September 2026
Date of Next Review	September 2027
Staff Responsible	Deputy Headteacher
Reference	Staff shared area/staff development/policies
School/Governor Policy	Governor

RATIONALE & AIMS

At Severn Vale School our intention is to ensure that our students are not only prepared as thoroughly as possible for their GCSE examinations but can also tackle the challenges of life beyond school as well rounded, resilient and capable citizens. Therefore, our curriculum is designed to:

- Develop **knowledge** across a broad range of subjects to enable students to build their understanding both within subject areas and across them
- Ensure that students are inspired by the subjects they are taught and experience the joy that comes with learning new information, mastering new skills and seeing connections between **knowledge**
- Develop students' **knowledge** of the world in which we live, its history and our culture beyond that which is taught in timetabled lessons
- Develop a love of **language** in our students through developing their skills as readers, orators and academic writers
- Ensure that students know where they are experiencing success, where improvements can be made and how to make them through meaningful **feedback**
- Provide a wide range of curriculum opportunities outside of the taught curriculum including enrichment clubs, trips, visits and events in school

<u>Our approach to curriculum</u>

At Severn Vale School we believe that, to learn, students need to:

1. Know, understand and be able to readily recall a breadth and depth of knowledge in each subject area they study.

2. Clearly understand what they know and don't know / can and can't do in each subject area and what they need to do become better.

3. Be given the linguistic tools to enable them to write academically and apply their knowledge as well as read and comprehend texts across a range of genres.

In practice, these principles translate as:

- The use of both lesson time and homework to embed key subject knowledge through the use of knowledge organisers, glossaries and regular knowledge testing based on the principles of interleaving and distributed revision.

- An ongoing focus on formative assessment in the classroom which is frequent, specific and interleaved to embed knowledge and skills with summative assessments carried out once a year only (Year 7-10) to measure progress with no other summative assessment points or academic data collections during the year.

- The development of the linguistic skills needed to become more literate users of language for success at school and in life.

- A high profile for reading across the school with a range of reading based activities occur throughout the school week and across the year to improve students reading skills and inculcate a lifelong love of reading and, therefore, learning. These include the use of:

- Book clubs for staff, parents and students

- Guided reading in every tutor group during morning Prep

- Activities during World Book Month including a "Big Read" and themed activities pertinent to each year

Pedagogically, we work around **our 'Big 4' principles** and consider the following before apply the most useful tool to ensure all pupils are learning:

1. Are all pupils thinking?

2. What links are made to prior learning?

3. Have pupils taken away the intended meaning?

4. Are there opportunities for practice and consolidation with scaffolds, for less confident pupils?

We believe that centralised policies around teaching and learning do not allow teachers to develop as subject specialists. As such, the way in which the principles above are applied in each curriculum area is designed, developed and reviewed by each team, led by the Subject Leader / Head of Department.

Teachers use a range of reflection and feedback strategies which focus on next steps in learning. Often, this takes the form of a lesson or part lesson dedicated to the analysis and improvement of a task.

The curriculum also consists of all activities within the school and so comprises more than the formal programme of lessons. It also includes extra-curricular activities and all those features which contribute to the ethos of Severn Vale School. As such it forms the basis for all school policies.

We recognise the success of our work in this area supports improvements in behaviour and attendance. If a student feels challenged, inspired and confident as a learner, school is a happy place to be.

To succeed in Year 11, students need to build these skills for learning from the first day of Year 7.

ROLES AND RESPONSIBILITIES

The SLT will

- Promote an ethos of high expectations whereby **all students** feel they can achieve
- Promote an ethos whereby students' self-esteem is developed and valued
- Promote the school's core values of: courtesy, compassion, honesty, integrity and perseverance
- Organise the curriculum and deploy staff in such a way which maximises learning for all groups of students

- Continually monitor, review and develop the curriculum in light of local and national developments to ensure that opportunities for learning and achievement are maximised
- Use the school's QA systems to regularly review teaching and learning across the school in collaboration with subject leaders / teachers
- Ensure the curriculum in each subject area is comprehensive and is regularly discussed and reviewed by each department
- Ensure KS4 courses provide a broad and balanced offer to maximise life chances for every student
- Encourage Subject Leaders to develop cross-curricular opportunities to further improve the curriculum experience for students
- Encourage learners to develop and experience their understanding of the local, national and global community through the curriculum, extra-curricular opportunities and through their experiences of working with the local and wider community

Subject Leaders will

- Ensure their subject area has a comprehensive and inspiring curriculum
- Monitor and review their curriculum in light of local and national developments
- Emphasise the use of formative assessment by both staff and students
- Liaise with the SENDCo to ensure the curriculum is accessible to all learners.
- Ensure that the curriculum provides sufficient challenge for all learners, including the most able students
- Promote teaching strategies within their subject area that allow students to be reflective in their own practice, promote cross-curricular learning and encourage high levels of attendance
- Seek to develop cross-curricular opportunities to further improve the Learning and Teaching opportunities for students
- Enhance curriculum provision through collaboration with a range of external partners
- Support the programme of Flexible Learning Days
- Use the school's QA systems to ensure that all subject teachers are supported in their curriculum delivery

The SENDCo will

- Work with SLT and individual Subject Leaders to ensure that the curriculum is accessible to all learners
- Provide a programme of support to ensure students have the skills necessary to access the curriculum
- Deploy Learning Partners to support Learning and Teaching across the curriculum
- Ensure Learning Partners have the necessary skills to enable them to support the Learning and Teaching of students
- Use the school's QA systems to regularly review provision for SEND students

Classroom Teachers will

- Ensure that all students build their knowledge in their subject area through careful implementation of the curriculum

- Ensure all students know what they can do and what they need to do better / next to continue to make progress in learning
- Encourage students to maximise their capability and increase responsibility for their own learning
- Develop student self-esteem and the belief in all students that they can achieve through the promotion of high expectations
- Help students develop a set of personal values based on the school's core values of courtesy, compassion, honesty, integrity and perseverance
- Enable students to acquire understanding, knowledge and skills relevant to adult life, citizenship, employment and the world around them
- Help students to develop spiritual, moral, social and cultural values based on respect for others, an appreciation of the diversity of cultures, religions and ways of life
- Liaise with Learning Partners to ensure that any support provided is suitably employed

Tutors will

- Support students during Prep to develop their skills in reading, their cultural capital and their independent study skills as part of the wider curriculum
- Help students to develop spiritual, moral, social and cultural values based on respect for others, an appreciation of the diversity of cultures, religions and ways of life

Learning Partners will

- Familiarise themselves with the curriculum in the subjects they support
- Liaise with teaching staff to ensure their suitable deployment in lessons and to ensure effective in-class support for students

LINKS TO OTHER POLICIES

The curriculum consists of all activities within the school and so comprises more than the formal programme of lessons. It also includes modes of learning, teaching styles, assessment, extra-curricular activities and all those features which contribute to the ethos of Severn Vale School. As such it forms the basis for all school policies. In particular, it has very clear links to the:

- SEND Policy

MONITORING AND EVALUATING THE CURRICULUM POLICY

Progress and implementation of the Curriculum Policy will be monitored by the Governors' Curriculum and Achievement Committee.

CURRICULUM STRUCTURE

The curriculum is organised into a 2-week timetable. Students have 50 lessons per fortnight plus 30 minutes per day of Prep. The tables below show how these lessons are allocated between the different subjects and how each subject is taught, e.g. whether students are taught in their mixed attainment Tutor Groups or whether they are in sets by ability. Personal, Health & Social Education (PSHE), Citizenship and Careers education are taught within Futures.

Key Stage 3

In Years 7 - 9 students are taught in two parallel bands – X and Y. There are 5 hierarchical groups within these bands. Decisions about group placement are based on KS2 data, CATs data, Reading data and baseline tests in Maths and English. These groups are not fixed. Order tests taken 3 times a year inform set moves.

X	Y
1	1
2	2
3	3
4	4
5	5

Lessons in Years 7 - 9 are structured as follows:

Subject	Hours per fortnight	How taught?
Art, Design & Technology	4	Streamed / set
Computer Science	2	Streamed / set
English	8	Streamed / set
MFL	4	Streamed / set
Food	1	Streamed / set
Futures	2	Streamed / set
Geography	4	Streamed / set
History	4	Streamed / set
Maths	7	Streamed / set
Music	2	Streamed / set
PE	4	Streamed attainment, single gender group
Religion and Worldviews	2	Streamed / set
Science	6	Streamed / set
Total	**50**	

In terms 3/4 of Year 9, students choose the option subjects they will take during Key Stage 4.

Key Stage 4

Students all study English Language and Literature, Mathematics, Science (Combined – this can be turned into Triple Science by choosing from the options), Physical Education (Core) and Futures in Years 10 and 11 and choose four “option” subjects from the blocks below.

Teaching, support and careers staff work closely with students in Year 9 to ensure that the students are guided in making the right choices for them. Option subjects offered vary from year to year. The following subjects are usually offered (dependent on demand):

Block One (W)		Block Two (X)		Block Three (Y)		Block Four (Z)	
Art: Fine		Art: Fine		Art: 3D		Child Development	
Child Development		Art: Photography/ Graphics		Citizenship		Food	
French		Art: Textiles		Computer Science		French	
Geography		Art: 3D		Food		Geography	
History		Citizenship		Geography		ICT – iMedia	
Religion/Philosophy/ Ethics		Computer Science		Health and Social Care		Media	
PE/Sport Science		French		History		Music	
Sociology		Geography		Sociology		Sociology	
Triple Science		Health and Social Care		Religion/Philosophy/ Ethics		Triple Science	
		History					

Teaching Hours

The Key Stage 4 curriculum is also organised into a 2-week timetable with 50 lessons per fortnight. The tables below show how these lessons are allocated between the different subjects:

Subject	Teaching hours
English	8
Maths	8
Science	9
Futures	2
PE Core	3
Option W	5
Option X	5
Option Y	5
Option Z	5
Total	50

NB The Futures curriculum includes the delivery of a core RE curriculum at KS4

DEPARTMENTAL CURRICULUM VISION STATEMENTS

Art, Design and Technology To provide possibilities & opportunities for learners to discover themselves, their creativity, values, culture & the production of art and design in context	**Child Development** To give students the underpinning knowledge on the beginning of life from conception to 5 years old, for life and preparation for careers in early years and medicine	**Computer Science** To develop digitally literate problem solvers who can confidently manipulate computer science in its widest sense to enhance their lives	**English** To imbue our students with a love and mastery of English through a curriculum built on a wide range of interesting and engaging texts and topics
Food To equip students with the knowledge, practical skills and confidence to make healthy food choices, prepare and cook safely and manage meals and budgets throughout their lives	**Futures** To create balanced, empathetic, self-aware people who are able to thrive in our world	**Geography** To enable students to explore and understand their place in the world	**Health & Social Care** To create a foundation of knowledge and empathy to prepare students for life and careers in human services
History To enable students to understand the world in which they live, how we got here and the difference between fact and opinion	**Maths** Developing confident, numerate, problem solvers who can see the purpose and value of Maths across subjects and everyday life	**Music** To develop an understanding of music as a communicative and inclusive art form and enable students to have the knowledge to engage and articulate through sound as an expressive language	**MFL** To broaden student understanding of the world by embracing different cultures and by developing strong, lifelong linguistic skills
PE To develop a love of physical activity and connections with healthy living	**RW** To develop respectful, religiously literate people who have a better sense of themselves and their world view	**Science** To encourage students to think like scientists, to question the world around them and to be interested in scientific discoveries and developments	**Sociology** To develop a foundation of knowledge about society, culture and people enabling students to interpret modern Britain from their own and other perspectives

Addendum

Withdrawal from Religion and Worldview Lessons

Parents may withdraw their children from Religion and Worldviews (RW) lessons or any part of the RW curriculum and the school has a duty to supervise them, **though not to provide additional teaching or to incur extra cost**.

Where a student has been withdrawn, the law provides for alternative arrangements to be made for RW of the kind the parents want the student to receive. **These arrangements will be made by the parents; the school is not expected to make these arrangements.** This RW could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the student may receive external RW teaching as long as the withdrawal does not significantly impact on the child's attendance.

Religion and Worldviews is provided for all students, and is inclusive and broad minded. It is in no way 'Religious Instruction' but allows students to become aware of their own and other's views about the big questions in life. Ethical and Moral issues are also covered. Parents do have the right to withdraw students from RW. If you wish to do this, please make an appointment with the head teacher / RE subject leader.

The school does not support selective withdrawal from RW (in other words students can't opt out of certain topics or religions).

Procedure for students who have been withdrawn by their parent

Students who are withdrawn from RW will work in the Hub for that lesson, completing work set by their parents. This will not be work provided by the school, nor will work be assessed by teachers. It is the parent's responsibility to provide a suitable alternative that can be completed in the time allocated. There is no guarantee that access to IT will be given so please ensure the work is not reliant on this.