



Curiosity | Care | Courage | Creativity

# King Edward VI School

## Curriculum Policy

Our Vision:

*To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.*

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## 1. Strategic Curriculum Intent

The Curriculum at King Edward VI provides all students with a breadth of knowledge, skills and experiences to be successful and flourish in later life. It is fully inclusive allowing the right mixture of challenge, support and success for every child. We seek to make it engaging, interesting and enjoyable. We also seek to develop a sense of curiosity, wonder and love of learning by asking big questions across our subject areas. Our curriculum is intended to develop critical and creative thinking in our students alongside practical skills, physical attributes and character. We foster character that cares deeply about others and has the courage to set personal and community standards high. We believe that every student should be afforded with opportunities for developing leadership and service alongside cultural capital and high-quality careers education. In addition to our core curriculum, we are deeply committed to providing extra-curricular activities and subject enrichment opportunities. The success of our curriculum is measured in both the personal impact on our students, and the opening up of high-quality pathways into our partnership sixth form colleges, and beyond.

These curriculum aims are underpinned by our vision and values:

*To be a vibrant learning community nurturing curiosity, care, courage and creativity in every young person, so that they flourish in the world with hope and self-belief.*

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## **2. Curriculum Aims**

### **2.1 Academic Excellence**

We aim to deliver a curriculum that is intellectually challenging, knowledge-rich, and coherently sequenced. Students are supported to master core concepts in English, Mathematics, Science, and across the wider curriculum. High expectations underpin every subject, ensuring that learners develop the disciplinary literacy, analytical skills, and subject-specific expertise needed for academic success and lifelong learning.

### **2.2 Inclusivity and Equity**

Our curriculum is designed to be accessible to all learners, regardless of background or starting point. We actively identify and remove barriers to learning, ensuring that students with SEND, EAL, or those from disadvantaged backgrounds receive targeted support and adaptive teaching. Equity is embedded in our curriculum design, pedagogy, and assessment practices, ensuring every student has the opportunity to thrive.

### **2.3 Character Development**

We believe education should develop the whole child. Our curriculum promotes values such as resilience, empathy, integrity, and responsibility. Through academic study, enrichment, and pastoral programmes, students are encouraged to reflect on their actions, lead by example, and contribute positively to their school and wider community. Leadership opportunities, service projects, and student voice initiatives are central to this aim.

### **2.4 Cultural Capital**

We are committed to broadening students' horizons by exposing them to the best that has been thought, said, and created. Our curriculum includes rich texts, historical perspectives, artistic expression, and philosophical inquiry. We provide opportunities for students to engage with museums, theatre, literature, and global issues, helping them to develop a deep appreciation of culture, diversity, and heritage.

### **2.5 Preparation for Life Beyond School**

Our curriculum prepares students for the demands of further education, employment, and adult life. We embed careers education, financial literacy, digital skills, and citizenship across subjects and through dedicated PSHE programmes. Students are supported to make informed choices, develop transferable skills, and understand the responsibilities of adulthood in a rapidly changing world.

### **2.6 Creativity and Critical Thinking**

We nurture creativity and independent thought across all subjects. Students are encouraged to ask questions, explore ideas, and solve problems through inquiry-based learning and creative expression. Subjects such as Design & Technology, Drama, Music, and Philosophy & Ethics provide platforms for innovation, while all disciplines promote critical engagement with knowledge and evidence.

## 2.7 Wellbeing and Personal Growth

We place student wellbeing at the heart of our curriculum. Through PSHE, PE, and a strong pastoral system, we support students to develop emotional resilience, healthy relationships, and a positive sense of self. Our curriculum promotes mental health awareness, physical activity, and personal safety, ensuring students are equipped to navigate challenges and flourish as individuals.

## 3. Breadth of Curriculum

At King Edward VI School, we are proud to offer a curriculum that is broad, balanced, and ambitious for all learners. We believe that a wide-ranging curriculum is essential to nurturing well-rounded individuals who are equipped with the knowledge, skills, and experiences needed to thrive in a complex and changing world.

- **Comprehensive Subject Offer:** Students study a wide array of subjects across Key Stage 3 and Key Stage 4, including core academic disciplines, creative arts, humanities, languages, and vocational options.
- **Early Exposure:** In Key Stage 3, students experience the full breadth of the curriculum, allowing them to discover interests, develop talents, and build foundational knowledge before specialising.
- **Choice and Personalisation:** At Key Stage 4, students select from a diverse range of GCSE and vocational subjects, enabling them to tailor their learning to their strengths, aspirations, and future goals.
- **Creative and Practical Learning:** Subjects such as Drama, Music, Design & Technology, Food & Nutrition, and Visual Arts provide opportunities for hands-on, expressive, and innovative learning. Our specialist Science curriculum supports applied practical Science through regular experiments from entry in Y7.
- **Enrichment and Extension:** The curriculum is enhanced by co-curricular activities, educational visits, competitions, and clubs that extend learning beyond the classroom and promote personal growth.
- **Balanced Curriculum Time:** Timetabling ensures that all subjects are given appropriate curriculum time, supporting depth of study and progression across disciplines.

This breadth ensures that students are not only academically prepared but also culturally enriched, socially aware, and personally fulfilled.

## 4. Assessment

Assessment at King Edward VI School is integral to our curriculum design and delivery. It serves multiple purposes: informing teaching, supporting student progress, identifying gaps in learning, and preparing students for external qualifications. Our approach is rooted in principles of fairness, consistency, and high expectations.

### 4.1 Principles of Assessment

- **Formative Assessment:** Used regularly in lessons to check understanding, guide teaching, and provide feedback. Techniques include questioning, low-stakes quizzes, retrieval practice, and peer/self-assessment.
- **Summative Assessment:** Occurs at key points in the academic year to evaluate cumulative learning. This includes end-of-topic tests, mock exams, and formal assessments aligned with GCSE specifications.
- **Diagnostic Assessment:** Helps identify specific learning needs, misconceptions, and barriers to progress, particularly for SEND and disadvantaged students.
- **Standardisation and Moderation:** Departments engage in regular moderation to ensure consistency and accuracy of marking and grading.

### 4.2 Assessment Schedule

- **Key Stage 3:** Students complete regular formative tasks and termly summative assessments. Progress is tracked using Attitude to Learning (ATL) scores and subject-specific criteria.
- **Key Stage 4:** Assessment is closely aligned with GCSE requirements. Students sit mock exams, controlled assessments (where applicable), and receive targeted feedback to support exam readiness.

### 4.3 Use of Assessment Data

Teachers use assessment data to:

- Adapt planning and teaching to meet student needs.
- Identify students requiring intervention or stretch.
- Inform reporting to parents and carers.

Leaders use data to:

- Monitor progress across subjects and cohorts.
- Evaluate curriculum impact.
- Inform strategic decisions and school improvement planning.

## 4.4 Feedback and Reporting

- Feedback is timely, specific, and actionable, helping students understand how to improve.
- Parents receive regular updates through reports, parents' evenings, and digital platforms.
- Students are encouraged to reflect on feedback and take ownership of their learning.

## 5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Co-Curriculum and Super Curriculum

At King Edward VI School, we recognise that education extends beyond the classroom. Our co-curricular and super curricular programmes are designed to enrich students' learning experiences, foster personal growth, and develop a wide range of skills and interests.

### 6.1 Co-Curricular Activities

We offer a vibrant and varied co-curricular programme that runs daily from 3.35 to 5.00 p.m., supported by dedicated staff volunteers. These activities include:

- **Creative Clubs:** Art & Photography Intervention, Lit Legends (Book Club), Drama, and King's Sinfonia (School Orchestra).
- **Physical Activities:** Recreational Football and other sports-based clubs that promote teamwork, fitness, and enjoyment.
- **Academic Enrichment:** Further Maths, German Support, and subject-specific interventions to deepen understanding and support progress.

- **Social and Cultural Engagement:** Clubs that encourage collaboration, creativity, and cultural exploration, such as music ensembles and language immersion.

These activities are open to all students and are designed to help them discover new interests, build friendships, and develop confidence. Many clubs are highly popular and operate on a booking system via School Cloud.

## 6.2 Super Curricular Opportunities

Our super curricular offer extends learning beyond the taught curriculum and supports students in exploring subjects at greater depth. This includes:

- **Advanced Study Clubs:** Further Maths and subject-specific extension sessions for high-attaining students.
- **Independent Projects:** Opportunities for students to engage in research, creative writing, and design work beyond the classroom.
- **University Preparation:** Activities aligned with academic pathways, including support for students aspiring to study at Russell Group universities or Oxbridge.

These opportunities help students develop intellectual curiosity, academic resilience, and a love of learning — key attributes for success in higher education and beyond.

## 7. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs which are approved by the secretary of state

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

## **8.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

## **8.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **9. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- The Curriculum and Standards Committee
- Link governors
- Governor visits

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning walks, lesson observations, book looks, ongoing evaluation conducted with members of the Senior Team, analysis of data, student voice

Subject Leaders also have responsibility for monitoring the way in which curriculum resources are stored and managed.

Senior teachers monitor the curriculum intent, implementation and impact by:

- Deep dives, learning walks, lesson observations, line management meetings, analysis of data.
- Whole school evaluation of quality of education

## **10. Links with other policies**

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality information and objectives