



Wigmore High School

Curriculum Policy

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1. Curriculum aims

Our curriculum intent is to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment. We have a duty to ensure our pupils are prepared for the next steps in their education and the world of work. We aim to provide them with the skills, knowledge, and the necessary level of independence to move to the next stage of the education or out into the workplace.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own mental and physical health, and enable them to be active
- Promote a positive attitude towards learning. We endeavour to develop a lifelong love of learning in our pupils: giving opportunities to explore, question and investigate whilst enabling all pupils to achieve the highest possible outcomes.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life. Belonging to a community is a vital element of our pupils' development. We use our local environment to educate the pupils on the wealth of opportunities that are available to them on their doorsteps. We aim to ensure that our pupils have experiences beyond their rural context by exposing them to urban and international life. Accessing the global community and broadening their horizons are also important aspects of our pupils' education to allow them to develop into international citizens.
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- To recognise that education is more than just academic success. Ensuring our pupils are well-rounded individuals is a priority. We want our pupils to have a range of experiences that they will remember and contribute to the development of their individuality and understanding for the world. Inclusion is integral to the curriculum; we strive to ensure **all** our children are given the opportunity to participate in all aspects of the curriculum both inside and outside the curriculum.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#). 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](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trustees of Wigmore School (The governing board)

The Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- Pupils from Year 7 onwards have access to independent, impartial careers guidance, and that this is appropriately resourced

3.2 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Trustees
- The school's procedures for assessment meet all legal requirements
- The Trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Trustees are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

- Deputy Headteacher
- Assistant Headteachers
- Associate Headteachers
- Subject leaders

4. Organisation, planning and Implementation

- Each subject has its own long-term plan in place for KS3 and KS4 which details the sequencing of topics across a year and also details of the awarding bodies used.
- Long term plans are summarised in a learning journey – learning journeys are published on the school website and shared and used with pupils in lessons.
- Subjects have detailed schemes of work. Teachers are expected to plan based on the details outlined in schemes of work which are themselves subject to audit against the school's Minimum Curriculum Standards (see Appendix A)
- The Lifeskills curriculum (PSHE) includes healthy lifestyles, relationships and sex education, careers education, British values, and spiritual, moral, social, and cultural development.
- British values, our school values and spiritual, moral, social, and cultural development are also integral to assemblies and the tutor time programme.

Years 7 to Year 9 (Key Stage 3)

All pupils in Key Stage 3 will study a **broad and balanced** curriculum. Generally, pupils are taught in mixed ability groupings at Key Stage 3 with set ability groupings in some subjects.

Year 7	Year 8	Year 9
Art & Design Biology Chemistry	Art & Design Biology Chemistry	Art & Design Biology Chemistry

Computing Design Technology Drama English Philosophy, Religion & Ethics (including RE) Food French Geography History Lifeskills (PSHE) Mathematics Music PE Physics Spanish	Computing Design Technology Drama English Philosophy, Religion & Ethics (including RE) Food French Geography History Lifeskills (PSHE) Mathematics Music PE Physics Spanish	Computing Design Technology Drama English Philosophy, Religion & Ethics (including RE) Food French Geography History Lifeskills (PSHE) Mathematics Music PE Physics Spanish
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Year 10 to Year 11 (Key Stage 4)

All pupils study the following core curriculum subjects.

- English Language
- English Literature
- Mathematics
- Science – two pathways are available to pupils. In pathway 1 pupils study individual GCSEs in Biology, Chemistry and Physics. In pathway 2 pupils study GCSE Combined Science.
- Lifeskills
- PE

In addition, the vast majority of pupils choose to study four of the following option subjects:

- Art & Design
- Business
- Computer Science
- Design & Technology
- Digital Information Technology (Technical award)
- Drama
- Hospitality & Catering (Technical award)
- French
- Geography
- History
- Music
- PE
- Religious Studies & Sociology
- Spanish

GCSE option subject choices are made as part of the preferences process which begins in the autumn of Year 9 and involves consultation with pupils and parents before final decisions are made. Pupils are encouraged to choose a **broad and balanced** range of option subjects. The majority of pupils are encouraged to choose History or Geography and a modern foreign language subject, and every pupil must include **at least one** EBacc subject (French, Geography, History, Spanish) in their choices. Some pupils are offered the opportunity of a modified curriculum studying one (and sometimes two) less GCSE option subject(s). The Support Studies protocol sets out the process of determining

which pupils are selected for Support Studies. This will be explained to pupils and parents at the Year 9 Preferences Evening.

The school makes every effort to allow pupils to study their preferred option subjects at GCSE; however, there are inevitably restrictions on class sizes and timetable which may impact individual choices.

Trips and visits

Visits (both day trips and residential visits) are carefully planned to enhance learning in school and to build upon experiences. Day visits offer pupils a wide range of experiences and experiential learning throughout their time at Wigmore; examples include visits to museums, employer encounters to support careers education, theatre trips and visits to places of worship of different religions. Residential visits include visits to London, Paris & Iceland, and the Duke of Edinburgh expedition. Year 7 pupils have the opportunity to attend an activity centre for a residential teambuilding experience.

Extracurricular opportunities

These are wide ranging and offer pupils a wide variety of experiences, clubs run both at lunchtime and after school to allow maximum pupil involvement. The house system involves a series of competitions throughout the year ranging from baking to coding and provides further opportunities for learning outside the classroom. We reinforce the sense of community with strong links to the immediate locality. Visitors join us at school to further strengthen community links and provide opportunities for careers links with local businesses.

Assessment

Formative and summative assessment of our pupils' learning and understanding is important. What is more important is how we do it and what we do with the information. Pupils receive feedback on their learning in a variety of ways – written in their books, orally in lessons and as a result of assessments and exams. This feedback provides pupils with guidance to allow them to make progress and informs teachers' planning. Interim report data allows us to carefully monitor progress; celebrating pupil success as well as quickly identifying where any interventions are required to ensure all pupils make good or better progress in each subject.

5. Impact of the curriculum

- The pupils of Wigmore High School are enthusiastic and positive learners. They benefit from the wide-ranging curriculum experiences they have during their time at school as well as making excellent academic progress. Pupils leave school as well-rounded young people equipped for their future.
- As you walk into lessons in our school, you will be greeted with a positive learning environment, where the pupils are actively engaged in their learning and will enthusiastically demonstrate their learning to visitors.
- At each stage of their time at high school, the pupils are well prepared for transitions. Prior to starting high school, children experience taster days in Year 5 and Year 6 and are visited in their primary schools by key staff. Careers education is integrated into the curriculum from Year 7 to Year 11 to ensure our learners are prepared for the next stage in their education when they leave school at the end of Year 11. Post 16 providers visit school to provide information about possible courses and pupils have access to independent careers advice throughout Year 9 to Year 11.

6. Inclusion

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

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

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

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

7. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with the senior leadership team and subject leaders

Subject leaders and the senior leadership team monitor the way their subject is taught throughout the school by quality assurance activities including:

- learning walks
- work scrutiny
- pupil voice
- scrutiny of subject planning and schemes of work
- line management discussions

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

This policy will be reviewed every year by the Headteacher and Deputy Headteacher. At every review, the policy will be shared with the Trustees.

8. Links with other policies

This policy links to the following policies and procedures:

- Teaching & Learning policy
- Marking, Feedback & Assessment policy
- Non-examination assessment policy
- Relationships & Sex Education policy
- SEN policy and information report
- Equality information and objectives
- KS4 Preferences policy statement
- Dropping and changing KS4 subjects policy statement
- Support Studies Protocol

Appendix A - Minimum Curriculum Standards

Curriculum plan

- Each subject to have a curriculum statement to include the INTENT and IMPLEMENTATION of the curriculum in the subject
- Curriculum statement to be published on the school website and in department handbook.
- Curriculum statement to be reviewed annually in July in preparation for new academic year
- Each subject to have a long-term plan in place for KS3 and KS4 which details the sequencing of topics across a year and also details of awarding bodies used
- Long term plans are to be summarised in a learning journey
- Learning journeys are to be published on school website and should be shared and used with pupils in lessons
- Wigmore High School logo should be visible placed on the top right-hand side of all long-term plans
- Subject long-term plan to be updated annually, published on school website and integral to department handbook

Schemes of work

- All schemes of work to have Wigmore High School logo at the top right-hand side of page 1
- A scheme of work should be in place for each topic within the subject
- Schemes of work should specify explicit knowledge & skills pupils are expected to learn
- Detailed objectives and learning outcomes are in place for each scheme of work – which translate into lesson objectives & success criteria
- Success criteria are scaffolded/adapted for learners of all abilities
- Tasks are differentiated / adapted / scaffolded for learners of different abilities
- Opportunities for metacognition & memory (e.g. knowledge retrieval & spaced learning) identified
- Details of formative and SMART summative assessment present
- Feedback time built into feedback on the outcome of summative assessments
- Links to resources / websites / online learning packages
- Opportunities to make links with careers explicit in scheme of work
- Opportunities to develop vocabulary and reading identified in scheme of work
- Homework activities listed (revision of content, previous learning from prior units, extension activities)
- At least one knowledge organiser / scheme of work
- Each knowledge organiser should fit on one single page