The Chantry School

Curriculum Policy 2026-2027

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1 Aims

At the heart of The Chantry School is a caring, ambitious learning community where every pupil is known, valued and supported to fulfil their potential. We promote kindness, respect and high standards in all aspects of school life, creating an environment where every young person can flourish academically, socially and personally.

Our curriculum is designed to meet the needs of all learners, building on their experiences in primary education and providing a coherent, ambitious journey that enables every pupil to develop the knowledge, confidence and character needed to succeed. We aspire for every young person to become a successful learner, a confident individual and a responsible citizen, prepared for the opportunities and challenges of modern Britain and the wider world.

Through ambitious teaching, inclusive practice and meaningful opportunities beyond the classroom, we ensure that every child is known, challenged and prepared equipping them with the knowledge, skills, resilience and values they need for adulthood, employment and lifelong learning.

The Curriculum policy should be seen within the overall aims and ethos of the school, which are at the core of its purpose.

2 Curriculum Intent

- The world our pupils will enter as adults will continue to change rapidly. Our curriculum must equip them with the knowledge, skills, character and adaptability to thrive in an increasingly complex and interconnected society.
- Young people need more than access to information; they require the knowledge, critical thinking, digital literacy and confidence to evaluate information, solve problems and make informed decisions.
- Academic success is important, but the curriculum must also develop resilience, creativity, independence, communication, collaboration and a lifelong love of learning.
- The curriculum is more than preparation for external examinations. It should inspire curiosity, broaden horizons and prepare pupils for successful, fulfilling lives beyond school.
- Every pupil is at a different stage of their learning journey. High expectations, adaptive teaching and timely support ensure that all learners can make strong progress and achieve success.
- Our curriculum places learners at its heart. It is ambitious, inclusive and designed to remove barriers to learning, ensuring that every pupil can access a rich educational experience and leave The Chantry School with the widest possible range of future opportunities.
- The school is committed to excellence and continuous improvement, striving to provide exceptional teaching and learning that enables pupils to achieve highly and fulfil their potential.

- We recognise and celebrate the strengths, talents and achievements of every pupil, preparing them to become confident, responsible and compassionate citizens who contribute positively to their communities and the wider world.
- Strong partnerships with primary schools, post-16 providers, employers and the wider community support smooth transition, raise aspirations and prepare pupils for the next stage of education, employment and training.
- Spiritual, Moral, Social and Cultural (SMSC) development, Personal Development and the promotion of British Values are woven throughout the curriculum. Through lessons, assemblies, enrichment and wider school experiences, pupils develop respect, integrity, tolerance, democracy, the rule of law, individual liberty and an understanding of their responsibilities as active citizens.

3 Inclusive Curriculum

The Chantry School believes that every pupil can thrive, achieve and succeed. Our curriculum is designed around high expectations for all, ensuring that every learner, regardless of background, starting point or need, has access to ambitious knowledge, rich experiences and the support required to achieve their full potential.

We recognise that equity is not about treating every pupil the same; it is about providing the right support, at the right time, so every pupil can flourish academically, socially and personally.
We achieve this through:

- ambitious learning for every pupil without lowering expectations
- adaptive teaching that responds to individual needs whilst maintaining challenging learning goals
- early identification of barriers to learning and timely intervention
- high-quality support for pupils with SEND, disadvantaged pupils and those experiencing vulnerability
- a culture where belonging, attendance, participation and achievement are everyone's responsibility
- ensuring every pupil can access the full curriculum, wider opportunities and enrichment experiences.

4 Principles in Design

The curriculum is designed to provide all learners with an education that is:

- **Broad-** providing experience in a wide range of subjects and a variety of settings, employing a range of teaching and learning styles.
- **Balanced-** devoting an appropriate amount of time to each subject but allowing learners a degree of control over their own education.
- **Relevant**- building upon the experiences of each individual and enabling then to make sense of the world around them so that they are able to develop confidence and independence and a sense that learning can excite and invigorate throughout life. It is our aim to integrate the knowledge learners need to know and provide opportunity to apply it to the world they live in.

- **Personalised-** ensuring each learner is provided with the experiences, challenges and support necessary to reach their potential and celebrate their achievements.
- **Preparation for citizenship**- acquiring an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.

Specifically, the curriculum should help learners to:

- Achieve high standards and make good/excellent progress, whatever their ability,
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers,
- To question, risk-take, think divergently and learn from mistakes,
- Ensure high levels of engagement, enjoyment and personal development,
- Be reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress,
- Show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed,
- Be resourceful and able to solve problems using the knowledge and skills they have gained,
- Be able to demonstrate initiative and be a self-starter,
- Work effectively in a team but also concentrate for long periods of time alone and manage distractions,
- Become increasingly independent, show initiative and organise themselves,
- Have and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills,
- Enjoy and be committed to learning, to 16 and beyond,
- Value their learning outside of the curriculum and relate it to the taught curriculum,

5 Curriculum outcomes

The Chantry School's curriculum, and discrete subjects will:

- Include the following characteristics: breadth, balance, relevance, creativity, progression, continuity, coherence, personalised and preparation for citizenship,
- Demand high expectation from all and enable pupils to fulfil their potential,
- Fulfil statutory requirements,
- Lead to qualifications that are of worth for employers and for entry to A-Levels and vocational courses,
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines,
- Prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond,
- Help pupils develop lively, enquiring minds, and an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills,
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities,

- Help pupils to use language and number effectively,
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life,
- Help pupils understand the world in which they live in.

5 Equality, Inclusion and Achievement

The Chantry School believes that every pupil is entitled to an ambitious, knowledge-rich curriculum regardless of their background, starting point or individual need. We are committed to ensuring that every learner is supported, challenged and enabled to fulfil their potential within an inclusive learning environment where high expectations apply to all.
To achieve this, we will ensure that:

- Every learner has access to an ambitious curriculum, with individual learning needs identified and met wherever possible.
- Teachers know the strengths, needs and barriers to learning of the pupils they teach and use ongoing assessment to identify barriers early, adapting teaching appropriately whilst maintaining high expectations for every learner.
- Adaptive teaching is the primary approach to meeting individual need, ensuring lessons have clear structure, appropriate challenge and sufficient flexibility to enable all pupils to participate successfully in learning.
- Learners with SEND, disadvantaged pupils and those with emerging needs are fully included in both the curriculum and the wider life of the school, with equitable access to enrichment, leadership opportunities and wider experiences.
- Learners with physical needs are supported as fully as possible within lessons, around the school site and during assessment activities to enable full participation.
- Learners with specific learning needs are supported first and foremost through high-quality classroom teaching. Where appropriate, additional support is provided through the Learning Support Department, targeted interventions and specialised programmes. Such interventions are designed to complement, rather than replace, high-quality classroom teaching.
- Staff work collaboratively with families and specialist services, where appropriate, to remove barriers to learning and ensure pupils receive timely and effective support.
- Success is measured not only through academic attainment and progress, but also through attendance, participation, personal development, independence, wellbeing and successful preparation for adulthood

6 Curriculum Delivery: Overview

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Learners are offered a varied programme of activities, both in and out of normal school hours that provide significant broadening and deepening of their educational experience at The Chantry School.

The curriculum at The Chantry School meets all statutory requirements set out by the Department for Education, including the National Curriculum, Religious Education,

Relationships, Sex and Health Education (RSHE), and impartial careers education, information, advice and guidance (CEIAG). The school fulfils its statutory duties under the Provider Access Legislation by ensuring pupils have meaningful encounters with a range of education and training providers, including further education, apprenticeships and technical education pathways.

The timetable is based on 50 lessons of one hour over a two-week period.

	Key	**Stage 3**			**Key Stage 4**
Subject	Year 7	Year 8	Year 9		Year 10 and 11
English	6	6	6		8
Mathematics	7	6	7		7 Y10 8 Y11
Science	6	6	7		9
Religious Education	2	2	2		1
Computing	2	2	2		-
PSHE	1	1	1		1
Physical Education	4	4	4		4 Y10 3 Y11
History	3	4	3		5 periods of any 4 of the following; Art, Computer Science, Creative Imedia, Drama, Film Studies, Food, French, Geography, History, German, Health and Social Care, Music, PE, Sociology, Sports science Business Studies, Graphics, 3D Design, Religious Studies
Geography	3	3	3		
Music	2	2	2		
Drama	2	2	2		
Art & Textiles	2	2	2		
Design Technology	4	4	4		
M.F.L	4	4	4		
Personal Development	2	2	1		
Total hours	50	50	50		50

Table shows number of hours per 2 weeks for each subject

Pupils are supported to follow a broad and balanced curriculum that includes the subjects within the English Baccalaureate (EBacc): English, mathematics, science, a humanities subject, and a language while retaining the flexibility for pupils to make choices that reflect their individual interests, strengths, and future aspirations.

Most curriculum areas offer learners the opportunity to participate in educational trips and visits. Some of these run during the school day and relate specifically to the curriculum while others run out-of-hours and are specifically to enrich those who wish to take part. Financial support is offered to disadvantaged learners.

7 Teaching groups, class sizes and grouping by ability

On arrival in Year 7, all pupils are placed in tutor groups and teaching groups. Learners are taught in a combination of setted and mixed ability groups. Some subjects choose to place learners into ability sets at some point during Key stage 3, in order to target work more precisely. These departments include Mathematics, English and Science.

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work, that meets the needs of all learners. This will involve, the adaption of tasks, providing adapted resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

8 Roles and responsibilities

The **Headteacher** will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed,
- The time allocated for teaching the curriculum is adequate and is reviewed by the governors' annually,
- Where appropriate, the individual needs of some pupils are met by full or partial reduction of the curriculum,
- The procedures for assessment meet all legal requirements and learners and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve,
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum,
- The governing body is advised on school performance measures in order to make informed decisions.

The **Governing body** will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting key performance indicators,
- Progress towards annual statutory targets is monitored,
- It contributes to decision making about the curriculum.

The **Deputy Headteacher** will ensure that:

- They have oversight of curriculum structure and delivery,
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 7 – 11,

- Schemes of work are monitored and reviewed on a regular basis,
- Levels of attainment and rates of progression are discussed with faculty leaders and form tutors on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- Long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, key tasks, learning outcomes, possible learning activities, adaptation and resources,
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course,
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils,
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment,
- They keep the Deputy Headteacher (Curriculum) and the Headteacher informed of proposed changes to curriculum delivery,
- All relevant information/data is shared with the examination's officer. This includes meeting deadlines related to exam entries etc,
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion,
- They share best practice with other colleagues in terms of curriculum design and delivery,
- They provide, and plan for, enrichment activities,
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy,
- Keep up to date with developments in their subjects,
- Have access to, and be able to interpret, data on each pupil to inform the delivery of the curriculum in order that it best meets the needs of each cohort of pupils,
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum,
- Participate in high-quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them,
- Try to provide an appropriate range of curriculum opportunities.

Pupils will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge,

- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly,
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage 4 and when they transition beyond that.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education,
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs, and which will equip them with the skills they need to thrive throughout their lives,
- Be informed about the curriculum on offer and understand the rationale behind it.

9 Monitoring, evaluation and review

The Governing Body will receive an annual report from the Headteacher evaluating the effectiveness of the curriculum, including:

- curriculum quality and implementation
- pupil achievement and progress across all key groups
- outcomes for disadvantaged pupils
- outcomes for pupils with SEND
- attendance, engagement and inclusion
- participation in enrichment and wider curriculum opportunities
- pupil voice and curriculum experience
- post-16 destinations and preparation for adulthood
- the effectiveness of adaptive teaching and curriculum accessibility
- curriculum developments and priorities arising from self-evaluation

10 Associated Policies

This document should be read in conjunction with other relevant school policies including:

- Teaching and Learning Charter
- SEND policy
- Assessment & Reporting Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equality Policy

11 Equality Impact

The school's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

12 Monitoring

This policy will be monitored annually and significant change approved by the Local Governing Body.