

Curriculum Policy



Undershaw

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At Undershaw, our curriculum offer is far broader than just the subjects we teach. We believe in providing students with a broad, balanced curriculum and an enriched high-quality education which enables them to learn the skills and achieve the qualifications required to be socially and economically engaged.

Rationale

At Undershaw, all students are entitled to a broad, balanced, coherent, relevant, and personalised curriculum which meets their individual needs and provides them with appropriate skills and qualifications for the future.

Our curriculum encourages high expectations and aspirations. The learning process is engaging and allows students to achieve, developing curiosity and active engagement in personal development. All students have full access to the curriculum, irrespective of gender, SEND, ethnicity, academic ability, social or cultural background.

Students are well prepared for their future careers through the development of skills, independence and active engagement as citizens within the school and the wider community.

Curriculum structure

Key Stage 2

Students have a broad and balanced curriculum with an emphasis on the development of personal and life skills. In addition, students receive specialist teaching in the arts and participate in regular outdoor learning. We deliver our key stage 2 curriculum through thematic learning, bringing together the opportunities for cross-curricular learning and the development of a curiosity about the world around us. Students are active learners and there are many opportunities for students to share their learning within the school community, and with their families.

The key stage 2 curriculum for the current academic year is published here:
[KS2-curriculum-overview-23-24.pdf \(undershaw.education\)](#)

Key Stage 3

Students follow the national curriculum programme of study through Key stage 3 in core and foundation subjects. All subjects are taught by subject specialists and the curriculum is designed to prepare students for progression into KS4 at the beginning of year 10. In year 7 and 8, students are taught through Project Based Learning to further develop independence, study skills, collaborative working and curiosity.

The key stage 3 curriculum for the current academic year is published here:
[KS3-curriculum-overview-23-24.pdf \(undershaw.education\)](#)

Students are supported to make options choices in year 9 which will further develop their academic and personal development.

Key Stage 4

Students follow a GCSE, BTEC, functional skills or ELC pathway according to their academic ability and options choices. We ensure that the pathway is right for the individual student, and teachers regularly undertake formative and summative assessment to ensure this. All students take the core subjects of English, maths and science with the addition of one or two level 2 courses. All key stage 4 teaching is delivered by subject specialist.

The key stage 4 curriculum for the current academic year is published here:

[Curriculum - Undershaw Education Trust](#)

Post 16

Students in our post 16 cohort follow a curriculum which focuses on developing employment, personal, life and social skills in a range of settings. The foundations of the post 16 curriculum is the level 2 BTEC in work-skills, which is complemented by a range of work experience, volunteering, work-place visits and off-site learning opportunities. Students are supported by work and transition coaches to ensure that the curriculum prepares the individual for their chosen next steps which may include FE college, apprenticeships, supported internships or employment.

The post 16 work skills curriculum is published here:

[Curriculum - Undershaw Education Trust](#)

Personal Growth and Well-Being (PSHE)

Students have weekly personal growth lessons during which they access the full statutory PSHE curriculum. Personal growth and development is a vital part of the Undershaw curriculum and in addition to the discreet lessons, students have many opportunities to explore and learn through the pastoral tutor programme, whole school events, enrichment and therapies.

The personal growth and well-being programme of study is published on each curriculum map and parents/carers are informed of the specific topics and learning at the beginning of every half term.

Physical Activity

All students have a weekly timetabled lessons for physical activity, led by sports coaches. We encourage our students to participate in a range of physical activities which are appropriate according to physical and sensory needs.

Enrichment We offer and encourage our students to participate in a wide range of enrichment activities during the courses of the school week. On Fridays, we run a wide range of Discovery Day activities which all students in Key stages 2 and 3 participate in. These high-quality activities and experiences help students to develop independence, social and life-skills as well as self-confidence and the achievement of recognition for their engagement in a certificate or award.

Our 'Discovery Day' curriculum for the current academic year is published here:

[Discovery Day Options Sept 23 \(undershaw.education\)](#)

Employability and Life Skills

Employability and life skills are a fundamental part of the curriculum at Undershaw. We begin with the end in sight, focusing on developing all the skills necessary for living an independent and fulfilling adulthood. The 8 essential skills of the Skills Builder programme run through the core of our curriculum

and all learning experiences in the school, enabling each student to develop their understanding and independent application of the skills in all areas of their lives when they transition to their chosen next steps after Undershaw.

Our Employability and Life Skills curriculum is active and based in real-life contexts. Students experience the workplace and develop understanding of employability from key stage 2.

Our employability curriculum map is published here:

[Curriculum - Undershaw Education Trust](#)

Student progress and assessment

Each student completes a CAT assessment as part of the admissions process to Undershaw which enables teachers to know the expected progress for the individual. Monitoring of progress towards ARE in key stage 2 and individually set targets in KS3 and 4 takes place in a wide range of contexts, using formative and summative assessments and regular checks of student progress.

Student progress is formatively assessed every half-term in key stage 2&3. Students are given feedback which indicates their current attainment and are expected to acknowledge the next steps that they need to take to make progress. Student progress informs the curriculum and teachers are adaptive in their planning to ensure that they respond to the needs of each student.

Student progress is formatively assessed at least every half term in key stage 4. This is often more frequent according to the needs of the subject and the student. Summative assessments are used to check for understanding and to support students with knowledge retrieval in key stage 4 and these will inform teacher planning.

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