

# Curriculum Policy



## Undershaw

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## **Curriculum Intent**

At Undershaw, our curriculum goes beyond the subjects we teach. We aim to give students a well-rounded academic and enrichment experience that equips them with the skills and qualifications needed for social and economic engagement. Every student is entitled to a tailored curriculum that is broad, balanced, and relevant, helping them develop the necessary skills and achieve the qualifications which will enable them to thrive in the future.

Our academic curriculum encourages high expectations and aspirations. We are flexible in our response to the learning needs of our students to ensure that all students have full access to an appropriate, ambitious and fulfilling curriculum, irrespective of gender, SEND, ethnicity, academic ability, social or cultural background. We provide an enrichment curriculum through a range of activities and experiences of holistic learning, combining academic skills, life skills, and social competencies, whilst nurturing curiosity, confidence and positive experiences of achievement.

Through the curriculum, we foster our students' spiritual, moral, social and cultural development while encouraging them to take responsibility for their health and wellbeing and lead an active lifestyle. 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 Implementation**

Our curriculum is designed to ensure that all students make progress from their individual starting points through KS2-4. We teach a broad range of subjects through carefully sequenced learning experiences to build on knowledge and skills through KS2-3. All subject curriculum maps can be found here: [Curriculum - Undershaw Education Trust](#)

Our KS3 curriculum is 3 years, to allow students the learning time that they need to develop secure knowledge, understand concepts and acquire skills in core and foundation subjects.

In KS4, all students follow a level 1 or 2 pathway in English and maths. All students also follow a science pathway which leads to a single or double GCSE. Our students choose 1 or 2 other options from the foundation subjects which lead to GCSE, BTEC L2 or technical awards at L1/L2.

Our Post 16 curriculum is aimed to develop independence, employability and life skills to support students to prepare for their transition into FE, employment or training. Students in post 16 who have not yet achieved a GCSE grade 4 or level 2 equivalent in English and Maths are supported to continue to work towards these qualifications.

## **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 the 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 lesson 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. All students have access to a range of additional sporting activities through our enrichment curriculum.

## **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 KS2. We use the Gatsby Benchmarks to support our planning for CEIAG provision. Our employability curriculum map is published here: [Employability curriculum](#)

## **Enrichment and Discovery Days**

We offer and encourage our students to participate in a wide range of enrichment activities during the school week. On Fridays, we run a wide range of Discovery Day activities which all students in KS2 and 3 participate in. These high-quality activities and experiences help students to develop independence, social, and life-skills as well as developing self-confidence and the achievement of a certificate or award. We regularly review and update our enrichment programme and Discovery Day activities, responding to the needs and requests of our students.,

## **Impact**

We are committed to regularly review the impact of the curriculum to ensure that it is effective in meeting the needs of students and preparing them to progress through the KS2-4 curriculum. Curriculum review time is protected in the school calendar, so that teachers and subject leaders are supported to thoroughly reflect upon the impact of the curriculum and the delivery of their subject, and respond to the needs of the students.

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 KS2 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 KS2 and 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 KS4. 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 KS4 and these will inform teacher planning.

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