



The Minster School

Curriculum Policy

Approved by:	David Shannon	Date: 05/02/2025
Chair of	SD&P Committee	
School Lead	Deputy HT	
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Succeeding Together

"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:23

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I. Aims

The Minster School curriculum is based around the school ethos. Our curriculum is built around our school virtues of **Wisdom, Optimism, Resilience, Kindness and Service** and it designed to ensure that all students can **Succeed Together**. "Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life". This we believe can be achieved through hard work.

Our curriculum is designed to:

- Ensure academic challenge for all students irrespective of their starting points. - **Academic**
- Develop opportunities for students to delve deeper and wider to expand their knowledge. - **Broad and balanced**
- Support students to progress through the key stages and prepare them for their next steps after the Minster school. - **Coherently planned**
- Ensure all students can access, in particular vulnerable groups - **Developed and adapted**
- Promote our school virtues of Wisdom, Optimism, Resilience, Kindness and Service. - **Ethos**

In doing so the outcomes of the curriculum are to ensure that all students:

Achieve **great outcomes**

Demonstrate **individual excellence**

Become more **morally and spiritually aware**

Cultivate **open-mindedness**

Develop a **love of learning**

Progress to the next stages of life

Participate in a **broad and balanced** curriculum

Develop **depth and specialism**

Take on **leadership responsibilities** and **serve** others

These are underpinned by our equality objectives:

- To close the gap between the progress made by boys and girls as demonstrated in the Key Stage 4 results.
- To ensure that all students no matter what their background are safe, secure, welcomed and academically challenged within the school environment.
- To deliver consistent high-quality teaching and learning across the school by ensuring all staff have access to high quality professional learning.

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](#) which the school has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, 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 (SEN)
- 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

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 governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is 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 Deputy Headteacher (Curriculum)

The Deputy Headteacher is responsible for ensuring the curriculum offered to each student supports their academic progress, their wider development and their future progression and that:

- The timetable balances and fulfils the needs of different students, departments and Key stages
- Curriculum programmes are appropriate to meet learner needs, particularly for disadvantaged and SEND support students.
- They manage requests to withdraw children from curriculum subjects, where appropriate

3.4 Curriculum Team Leaders

Curriculum Team Leaders are responsible for ensuring that long and medium term planning is in place for all courses. Such schemes of learning will contain curriculum detail on:

- The knowledge and skills to be learned
- The endpoints towards which the curriculum is building including appropriate awarding bodies and courses so that they best meet the learning needs of our students. Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- The learning objectives; expected learning outcomes; learning activities; curriculum adaptations; opportunities for home learning; common assessment activities; and appropriate resources which support progression at least in line with national standards

Curriculum Team Leaders will also ensure that:

- There is consistency in terms of curriculum delivery. Schemes of learning are in place and are used by all staff delivering a particular course
- Assessment is appropriate to the course and the students following particular courses. There is a consistency of approach towards assessment
- Information about best practice is shared and exchanged amongst their colleagues
- Regular Quality Assurance activities are put in place to ensure high quality of learning is taking place. This will include Learning walks, Work sampling, Student voice and Lesson observations.

3.5 Teaching staff

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

4. Organisation and planning

The timetable is based on 50 periods per fortnight lasting 60 minutes each. In addition, tutor time and the co-curriculum are used to support: worship opportunities; the development of employability skills; an understanding of fundamental British values; study skills and each student's social, moral, spiritual and cultural development

4.1 Key Stage 2

Every student is supported to succeed at The Minster Junior School. Our curriculum is designed to make sure all pupils make excellent progress towards the expected standards in reading, writing and maths. The curriculum is carefully mapped out to ensure junior school pupils receive the full curriculum experience, including specialist provision in many subjects provided by the facilities and subject expertise of teachers from the main school.

The Minster School has a long tradition of excellence in Music and, because of their individual talents, the students in the Junior School make a significant contribution to the celebration of music in the school. A unique feature of the Junior School is the musical atmosphere which pervades the department. To enhance their national curriculum music, students have choral and orchestral sessions each week and time is given to aural training and music theory. Singing is an essential feature of life in the Junior School.

4.2 Key Stage 3

The Key Stage 3 curriculum is designed to give all students a broad set of learning experiences supporting them in developing their skills, knowledge and understanding and preparing the foundations for successful further study. The range of subjects includes the Core and Foundation subjects of the National Curriculum.

In Years 8 and 9 a majority of students study a second language. Those who do not are given additional literacy lessons.

4.3 Key Stage 4

The Key Stage 4 curriculum is designed to ensure that all students have access to a high quality academic curriculum which supports their progress to examination success and future employment or study. Students are allocated to one of three options pathways, within which they are able to select subjects to meet their own interests and strengths. This ensures a broad and balanced curriculum for all alongside genuine opportunity for the personalisation of each student's curriculum to best support them.

All students will study Mathematics, English Language, English Literature, Science and Religious Studies to GCSE. All students will study at least one further EBAcc subject to GCSE; for the majority of students this will be a Modern Foreign Language, for a small number this will be Geography or History. Students are encouraged to select subjects to study the EBAcc.

4.4 Sixth Form

Students follow a three A-level programme, although for a small number of students, it may be appropriate for their future to study four subjects. This will be accommodated on a case by case basis in discussion with the student. Students select from a wide range of subjects to support their individual career and life goals. Each A-level subject is allocated:

Year 12

9 hours per fortnight face to face teaching

3 hours per fortnight individual in school study

Year 13

8 hours per fortnight face to face teaching

3 hours per fortnight individual in school study

Students will also have one hour per fortnight to follow a course in Faith, Culture and Life, lessons which encourage them to consider and discuss wider spiritual and ethical issues. Students are able to develop their understanding further, challenge themselves and share interesting debating points, in keeping with our Christian values.

All students will also take an enrichment course, either the Extended Project Qualification (EPQ), Core Maths or Further Maths.

A student who has achieved below a grade 4 in GCSE English Language or GCSE Maths will also take a 're-sit' course in that subject.

All students are also encouraged to engage in at least 3 enrichment opportunities.

5. 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:

- Pupils from disadvantaged backgrounds
- Pupils with low prior attainment
- Pupils with SEND
- 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.

Further information can be found in our Equality Policy, and in our SEND policy and information report.

6. Monitoring arrangements

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

- Link Governor visits
- Review of the time allocations included in this policy

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

- Work reviews
- Learning Walks
- Lesson Observations
- Departmental reviews
- Shared planning in departmental meetings

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

This policy will be reviewed every two years by the SD&P governors' committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Marking and Feedback policy
- CEIAG Policy
- Pupil Premium policy
- SEND policy and information report
- Relationships and Sex Education policy
- Visits policy

Policy reviewed by: A Wall 16th Jan 2025
David Shannon 20th Jan 2025