# CURRICULUM POLICY

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| **NAMED PERSON:** | Mr Richard Peel<br>Deputy Headteacher |

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| **Last Review Date:** | September 2026 |
| **Review Cycle:** | 1 Year |
| **Next Review Date:** | September 2027 |

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| **Mr Andy Crossey**<br>**Chairman of Governing Body** |
| **Signed:** A.D. Crossey |
| **Date:** September 2026 |

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## 1. Aims and curriculum intent:

**The Buckingham School Curriculum Statement**

**Vision:**

Success for all through achievement, challenge and enjoyment

**Mission:**

To equip all to be the best version of themselves

**Curriculum Vision:**

At The Buckingham School, our curriculum is built on the firm foundation of our three core learning behaviours: Respect, Responsibility, and Reflection. These behaviours are not only taught and modelled but are actively embedded in the way students approach their learning, respond to challenges, and interact as members of our school community. They underpin every aspect of curriculum design and delivery, shaping both the learning journey and the outcomes we aspire to achieve.

Our vision is to deliver a curriculum that is inclusive, ambitious, and values-driven; one that champions Success for All by fostering not only strong academic progress but also the development of character, resilience, and social conscience. In doing so, we ensure that all our students are equipped with the knowledge, skills, and personal qualities they need to thrive as valuable, confident contributors to society.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.
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 Maintained Schools Governance Guide

## 3. Roles and responsibilities

### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Headteacher and Deputy Headteacher (DHT) Curriculum 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
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including students with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels or vocational courses such as BTEC, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in supporting decision-making about the depth and balance of the curriculum
- It fulfils its role in processes to apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

In addition, along with the **Headteacher**, the Governing Body will ensure that:

- It considers the advice of the DHT Curriculum when approving this Curriculum Policy and when setting statutory and non-statutory target
- Progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

**3.2** Deputy Headteacher (DHT) **Quality of Education**

The DHT Quality of Education 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 students 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw students from curriculum subjects, where appropriate
- 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 students with different abilities and needs, including students with SEND

### 3.3 Other Staff

**Assistant Headteachers and Senior Leaders** with responsibility of the line management of a curriculum leader will ensure that:

- They have an oversight of curriculum structure and delivery within each link department
- Detailed and up-to-date schemes of work are in place for the delivery of courses within each key stage
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with Curriculum Leaders on a regular basis and that actions are taken where necessary to improve these

**Curriculum Leaders** will ensure that:

- Long term planning is in place for all courses. Such schemes of work will be designed using the agreed TBS process and will contain curriculum detail on: intent, context, expectations, key skills, learning objectives, learning outcomes, learning activities, adaptation, careers links and resources
- Schemes of work encourage progression at least in line with national standards
- Subject information, including roadmaps, resources, assessment information etc. is kept up to date on the school website, to ensure this reflects the school curriculum accurately.
- 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, The Buckingham School Lesson framework should be followed in all lessons and evident in lesson resources
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students. Changes are made to courses and awarding bodies where appropriate
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment
- They keep their SLT Link and the DHT Curriculum informed of proposed changes to curriculum delivery
- All relevant information/data is shared with the relevant support staff teams; this includes meeting deadlines related to exam entries and other key processes such as internally assessed exams and assessments
- Student 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
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility
- They monitor the delivery of the curriculum through Quality Assurance information, as outlined in the Teaching and Learning Policy

**Teaching staff and learning support staff** will:

- Ensure that the school 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 student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- 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 students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

**Students** will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum that is progressive, deep and knowledge-rich which offers breadth, support and challenge, whilst being adapted appropriately to meet student needs
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Have access to all lesson resources in order to support their learning, and remain up to date in cases of absence from lessons

- Receive co-ordinated support and guidance to enable them to make the appropriate curriculum choices at key stages 4 and 5

**Parents and carers** will:

- Be consulted about their student 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 with the skills they need to thrive throughout their lives
- Be informed about the curriculum on which will equip them offer and understand the rationale behind it
- Be informed of any decisions to change the groups that their students are taught in

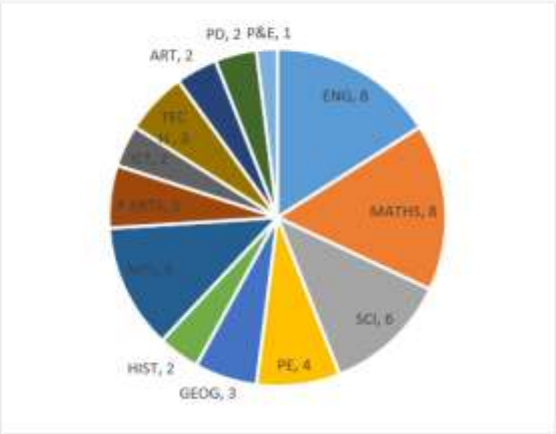
## 4. Organisation and planning of the curriculum

The curriculum at The Buckingham School is organised into three Key stages: KS3 (Years 7/8/9); KS4 (Years 10 & 11) and KS5 (the sixth form – Years 12 & 13). Each Key stage has a model for the delivery of the subjects expected to be taught from which a timetable is constructed. The models are reviewed each year and developed to take into account national and local initiatives, student choices and staffing constraints.

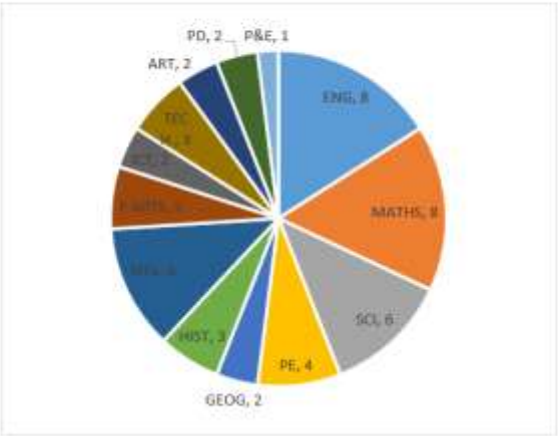
Further subject information can be found on the school's website: The Buckingham School Curriculum Information

Where possible, we believe there should be clear pathways that support students' learning through a 7-year journey from year 7 to year 13, as outlined below on our whole school curriculum map:

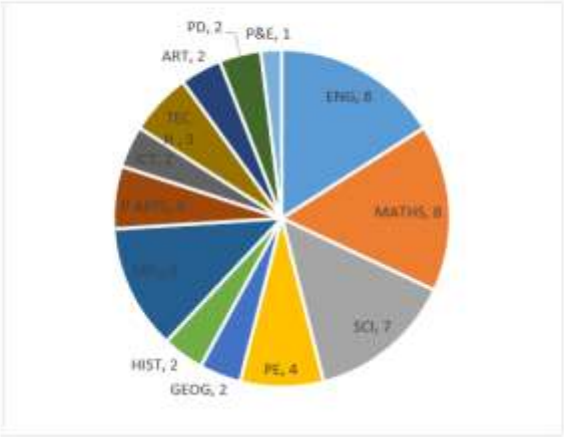
| Year 7 | ENG | MATHS | SCI | PE | GEOG | HIST | MFL | P ARTS | ICT | TECH | ART | PD | P&E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Per fortnight | 8 | 8 | 6 | 4 | 3 | 2 | 6 | 3 | 2 | 3 | 2 | 2 | 1 |




| Year 8 | ENG | MATHS | SCI | PE | GEOG | HIST | MFL | P ARTS | ICT | TECH | ART | PD | P&E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Per fortnight | 8 | 8 | 6 | 4 | 2 | 3 | 6 | 3 | 2 | 3 | 2 | 2 | 1 |




| Year 9 | ENG | MATHS | SCI | PE | GEOG | HIST | MFL | P ARTS | ICT | TECH | ART | PD | P&E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Per fortnight | 8 | 8 | 7 | 4 | 2 | 2 | 6 | 3 | 2 | 3 | 2 | 2 | 1 |



**Key Stage 3 – Engagement: Learning with Kindness and Curiosity**

In Key Stage 3, we ignite students' passion for learning through a broad, engaging curriculum that lays strong foundations for future academic and personal success. We foster a love of learning by encouraging students to explore, question, and discover.

- Respect is modelled and taught in every lesson, helping students form positive relationships and understand the value of empathy and inclusion.
- Students are introduced to Reflection as a key aspect of their learning process; while developing Responsibility for their own progress, behaviour, and impact on others.
- Our approach is underpinned by the belief in Success for All, ensuring every learner feels valued, supported and equipped to succeed.

By the end of Key Stage 3, students are curious, respectful learners who are actively engaged and ready to take increasing responsibility for their learning journey.

Through our Key Stage 3 curriculum, we recognise the importance of a good start to a pupil's secondary school education. We aim to set the right culture for learning that is embraced by our students from the outset. We work closely with our primary feeder schools to ascertain a clear understanding of our students' achievements in primary school and build on them from their first day at The Buckingham School. Our high expectations are clear from the outset, both academically and behaviourally, ensuring that the learning habits needed for future success at the school are embedded early on.

We wish students to experience the broadest range of subjects possible. In order to help our young people develop, we believe it is vital for our students to explore all their talents and experience a wide range of opportunities. To this end, we look to ensure our curriculum is broad, balanced, relevant, and personalised.

To ensure our students develop the necessary knowledge, skills and understanding to be successful in key stage 4, we follow a mastery curriculum across the school at key stage 3.

Our mastery model works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy.

At The Buckingham School, it is our belief that all students should have a deep learning of key ideas/constructs and opportunities for even deeper learning. For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely students need to have mastered them.

Our lessons are carefully mapped to ensure they build knowledge incrementally, allowing students to develop a deeper understanding of themselves and the world around them. We ensure our students' progress is tracked regularly so that any extra support or challenge needed is timely and we have a clear overview of how well our students are progressing at the school.

**Moving from Key Stage 3 to Key Stage 4 – The Options Process**

We believe in preparing our students for an aspirational pathway and give them choices based on what we believe suits their academic ability and potential. The offer available is broad and balanced, and allows for many opportunities in their future, both Post 16 and at University.

Our KS4 curriculum offer at The Buckingham School meets the needs of all students and serves to provide them with an education which challenges and engages, is linked to individual student's abilities and identified progression plans and prepares them for life, whether that be in further learning, employment or training.

We do this by:

- Providing all students with extensive information, advice and guidance on all pathways available
- Supporting students with career choices through career education, guidance and research opportunities

- Enabling students to consider and define their own career pathways and future plans in order to enable them to make effective choices
- Providing parents and carers with accessible information and opportunities for face-to-face information and guidance so that they are able to effectively support students in the options process
- Providing students and parents/carers with signposts to further information and impartial guidance.
- We will guide students towards:
  - Subjects they are good at
  - Subjects they enjoy
  - Subjects that will stretch and challenge them
  - A balanced range of subjects
  - Subjects that are linked to individual progression plans Post 16 and beyond

**The Curriculum at Key Stage 4**

**Key Stage 4 – Independence: Taking Responsibility for Learning and Growth**

In Key Stage 4, our students begin to shape their own academic pathways and future goals. Through a rich, challenging curriculum, they are supported to become independent, reflective learners who take pride in their learning behaviours and outcomes.

- Responsibility is central; students are expected to manage their time, make informed decisions, and have ownership of their progress.
- We continue to reinforce respect, especially as students navigate pressures and prepare for exams and adulthood.
- Reflection is embedded across subjects, enabling students to assess their progress, identifying strengths and areas for improvement and adopt strategies accordingly.
- Our inclusive ethos ensures that Success for All remains a guiding principle; empowering every student to take ownership of their learning, make independent choices, and achieve their full potential, regardless of background or aspiration.

By the end of Key Stage 4, our students are fully immersed in their learning journey, having become independent thinkers and responsible individuals, prepared for the rigour and maturity required for their next steps.

Our key stage 4 curriculum offers students flexibility and choice through a guided structure. It recognises that every student is individual, with different needs, abilities and talents. We believe that students should follow their interests and the subjects best suited to their abilities and offer a wide range of subjects to meet this, as well as offering thorough advice and guidance within our options process. Alongside the core subjects of English (Language and Literature), Maths, Triple Science, Core PE, Philosophy and Ethics and Personal Development, students are given the opportunity to select 4 option choices from the following:

- Art GCSE
- ASDAN (Award Scheme Development & Accreditation Network)
- Business Studies GCSE
- Computer Science GCSE
- Construction BTEC
- Dance GCSE
- Drama GCSE
- Film Studies GCSE
- French GCSE
- Geography GCSE
- History GCSE
- Health & Social Care BTEC
- Music GCSE
- PE GCSE
- Photography GCSE
- Psychology GCSE
- Sociology GCSE

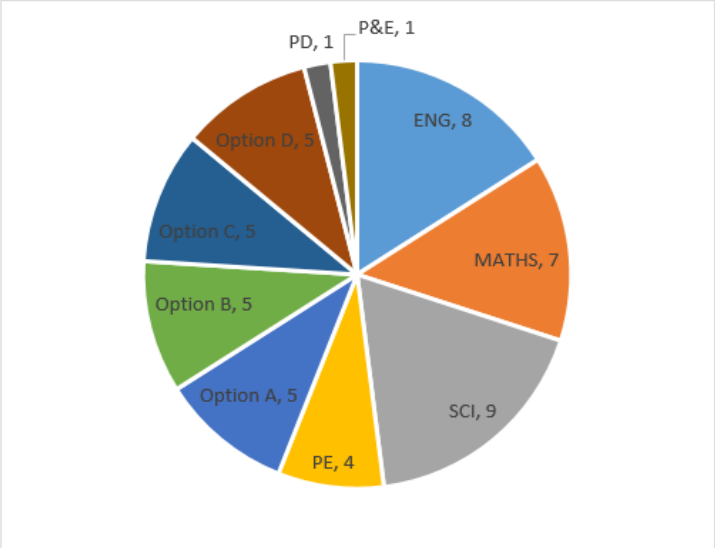
- Spanish GCSE
- Sport BTEC
- Design and Technology GSCE

The majority of students will select one of History, Geography, French, Spanish or Computer Science as one of their option subjects.

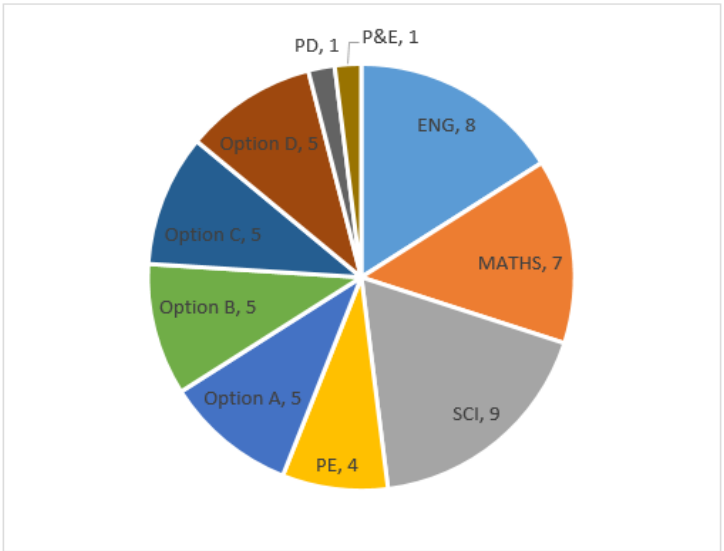
The options list is reviewed annually to fit current staffing models as well as the interests of our students.

**KS4 Curriculum**

| Year 10 | ENG | MATHS | SCI | PE | Option A | Option B | Option C | Option D | PD | P&E |
|---|---|---|---|---|---|---|---|---|---|---|
| Per fortnight | 8 | 7 | 9 | 4 | 5 | 5 | 5 | 5 | 1 | 1 |




| Year 11 | ENG | MATHS | SCI | PE | Option A | Option B | Option C | Option D | PD | P&E |
|---|---|---|---|---|---|---|---|---|---|---|
| Per fortnight | 8 | 7 | 9 | 4 | 5 | 5 | 5 | 5 | 1 | 1 |



**Key Stage 5 (Years 12 & 13)**

**Key Stage 5 – Exemplary: Habitually Choosing Integrity, Reflection, Responsibility and Respect**

Key Stage 5 marks the final stage of our students' school journey; one where they are challenged to lead by example, inspire, and make a positive difference. We encourage students to be exemplary: individuals who act with courage, uphold values, and contribute to a better world.

- Respect is reflected not only in personal conduct but in the ability to engage with challenging concepts, diverse viewpoints, and complex social issues with empathy and thoughtfulness.
- Responsibility extends to shaping their futures, contributing to our school community and influencing others through ethical, informed action.
- Reflection supports personal growth, wellbeing, and academic refinement—ensuring students remain grounded and adaptable.
- Our commitment to Success for All ensures every student is encouraged to achieve ambitious academic and personal goals, supported by a culture that values effort, behaviour, and long-term success equally.

By the end of Key Stage 5, our students leave as articulate, principled, and compassionate young adults—well-prepared to excel in higher education, the workplace, and wider society.

The sixth form at The Buckingham School offers a broad curriculum for Post-16 students. There are a range of traditional A Level subjects available alongside BTEC vocational subjects. Combinations of academic and vocational subjects are possible, enabling students to develop a programme that is entirely suited to them as individuals.

KS5 students are offered a further enriched curriculum in subjects such as Sports Leadership, Work Experience, EPQ (Extended Project Qualification), Finance and Performing Arts. Sixth Form students are also expected to use allocated time for independent study.

Courses at Key Stage 5 are at Level 3, though some students may be resitting GCSE courses in English or Maths. The courses on offer are outlined below, although certain parameters must be met for a course to be viable. These include: staff availability, student numbers and financial viability. These parameters are reviewed each year with each different cohort.

Courses available at The Buckingham School 6th Form:

| | | |
|---|---|---|
| Art A-Level | English Language A-Level | Performing Arts |
| Applied Science AAQ | English Literature A-Level | PE A-Level |
| Biology A-Level | Film Studies A-Level | Photography A-Level |
| Business Studies A-Level | French A-Level | Physics A-Level |
| Business Studies BTEC | Geography A-Level | Psychology A-Level |
| Chemistry A-Level | Health and Social Care AAQ | Psychology BTEC (Y13) |
| Computer Science A-Level | History A-Level | Sociology A-Level |
| Construction AAQ | Mathematics A-Level | Spanish A-Level |
| Criminology Applied Diploma | Mathematical Studies AS-Level | Sport BTEC |
| EPQ | Further Maths AS-Level | Sports Leadership |
| Work Experience | | |

**KS5 Curriculum**

| **Year 12** | **OPTION A** | **OPTION B** | **OPTION C** | **OPTION D** | **ENRICH** | **RESIT** |
|---|---|---|---|---|---|---|
| | 8 | 8 | 8 | 8 | 6 | 4 6 |
| | | | | | | |
| **Year 13** | **OPTION A** | **OPTION B** | **OPTION C** | **OPTION D** | **ENRICH** | **RESIT** |
| | 8 | 8 | 8 | 8 | 6 | 4 6 |

Students will opt for three of the four option blocks, with the remaining time consisting of six assessment sessions, six silent study sessions and the remaining sessions being for personal study.

## 5. Inclusion

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

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that vulnerable students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving, including those with higher prior attainment.

The Buckingham School believes in a four strung approach to Adaptive teaching, (SPUR):

1. **Structural** : Designing the learning architecture so that the foundations are put in place before teaching begins. Structural factors such as the curriculum design, assessments, Information, Resources, Enrichment activities and planning schemes of learning are all important elements of designing pathways and opportunities for all students.
2. **Planning** : Deliberate preparation that removes barriers in advance. Planning sets out the expectation of teaching staff to use lesson framework resources as the basis for planning

lessons, considering the barriers and needs of students in lesson design, integrating vocabulary, (using SEEC) and ensuring appropriate extension tasks are in place.

3. **Understanding** : Gathering evidence of understanding throughout the lesson through a range of strategies, for example, whole class checks, group/individual questioning or using evidence from assessments
4. **Responding**: Reacting to the outcomes of understanding checks to support or stretch, by implementing strategies such as scaffolding, questioning, prompting or providing stretch opportunities.

Further information can be found within the Teaching and Learning policy, (Insert Link)

Adaptions to resources and curriculum through quality first teaching strategies will support access to the curriculum and these strategies are highlighted in the pupil passports. For students not making progress with these strategies, teachers will refer students to the SEN support team for further exploration as to the lack of progress.

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

The curriculum needs to be flexible, challenging and engaging, i.e. to offer age and ability appropriate pathways for students that reflect their interests, aptitudes and ambitions. The curriculum structure will allow for students to progress according to their ability and provide continuity that leads to further opportunities to engage in higher-level courses.

The school will recognise and respond to students who need one or more features of the student support systems (SEND support, Pastoral support and/or Team Hub) to access the curriculum and make good progress.

The curriculum will include courses, which may not lead to a terminal examination or assessment, which provides students with a broad and balanced educational experience.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Deputy Headteacher, (DHT) with responsibility for Curriculum
- Meetings with other key Senior Leaders, Middle Leaders and Curriculum Leaders
- Meetings with students to understand their perspective of the curriculum

Please see Appendix 1 for a summary of Governor involvement

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

- Learning visits
- Work scrutinies
- Assessment and feedback scrutinies
- Quality Assurance of Curriculum
- External Quality Assurance
- Formal lesson observations where necessary
- Meetings with students
- Analysis of assessment point data
- Marking and moderation processes

Curriculum leaders also have responsibility for monitoring the way in which resources are effectively managed.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment and Feedback Policy and departmental marking procedures
- Behaviour for Learning Policy
- Careers Guidance Policy
- SEND Policy and Information Report
- Equality and Community Cohesion Policy
- Bring Your Own Device Policy

## 8. Principles that underpin our curriculum

Underpinning our curriculum is a commitment to ensure that our ambition and delivery in the following areas remains high, ensuring our students receive the best education possible:

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|---|---|
| **Quality Teaching and Learning** | The five key elements of teaching and learning, (Behaviour and Relationships, Curriculum Planning, Explaining & Modelling, Questioning & Feedback and Practice & Retrieval), combined with the core expectations and lesson framework define excellent teaching and learning at The Buckingham school, supported by coaching, weekly briefings, staff updates and a robust programme of staff Continuing Professional Development, (CPD).<br><br>Our staff undertake CPD relevant to the school's identified priority alongside their own needs, sharing best practice regularly ased on Teaching Walkthrus.<br><br>Through ensuring schemes of learning are knowledge-rich we develop skills for life including our core choices. This offers opportunities for lone and collaborative working and to embrace technology. We are confident our students develop as well-rounded citizens. |
| **Personal Development as a key driver of achievement, challenge and enjoyment** | Our personal development programme offers student the chance to develop the skills needed to be successful in the 21st century.<br><br>We focus on both performance and moral values so that students can be successful whilst being able to make informed choices in their lives.<br><br>Our commitment to being a trauma-aware school ensures our pastoral support is personalised and as individual as our students.<br><br>We build collaborative partnerships with our community, including our parent/carers to ensure that students are supported as effectively as possible.<br><br>We deliver planned assemblies and form time activities as part of a structured "Culture Curriculum" to ensure Respect, Responsibility and Reflection are explicitly taught and reflected upon |
| **Robust Assessment of student progress** | In key stage 3, our students follow a mastery curriculum where students are assessed regularly against a knowledge-rich framework.<br><br>In key stage 4 and 5, we use prior data to set ambitious targets for our students that are also achievable.<br><br>In all year groups we utilise the Pupil Progress system to identify gaps in learning and inform appropriate actions or interventions in order to ensure student progression, |

| | |
|---|---|
| | We monitor students' attitudes to learning, (ATL) through our ATL system, ensuring that any issues are addressed in a timely manner to ensure students achieve their goals. |
| **Behaviour for learning** | Students are expected to show respectful behaviours towards each other, adults and the school environment, modelling our school virtues at all times. This is supported through our personal development programme where such values are explored.<br><br>Staff follow the school charter at all times, modelling the positive behaviours we expect to see in our students, creating an environment of mutual respect.<br><br>We ensure that positive behaviours are praised and celebrated whilst ensuring that any negative choices in behaviour are dealt with fairly and consistently, in line with school policy. |
| **Attitudes to learning** | The minimum we expect of students is to be "Committed" in their attitude and engagement with school. We assess our students' attitude through the following descriptors:<br><br><u>Dedicated:</u><br>The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.<br><br><u>Committed:</u><br>The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.<br><br><u>Compliant:</u><br>The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.<br><br><u>Reluctant:</u><br>The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade. |

# Appendix 1
## Quality Assurance – Governor Involvement.

Listed below is the schedule of QA activities to be conducted this academic year. A Governor is to be appointed to work directly with each subject area, and to conduct two meetings per academic year with the Curriculum Leader to discuss the following:

- Department Improvement plan. To discuss the rationale, progress towards it, success and limiting factors
- Curriculum SEF Scorecard. To discuss the strengths and development areas of the curriculum intent, implementation and impact.
- Departmental QA and QC findings. The CL to discuss with their allocated Governor their QA and QC findings, and steps taken to develop further or address concerns.
- An opportunity for the CL to raise any concerns or positive feedback directly to the Governing Body.

Illustrated bellow is the scheduled QA activities that we would welcome Governors to observe and support with. Predominantly these include our planned External QA visits. Experts from local schools, and where appropriate, external parties such as our School Improvement Advisor, will be visiting allocated subjects to QA our own judgements, and provide additional support and recommendations.

There are a number of ongoing QA activities where a Governor visit is not required, or in many cases appropriate, these are highlighted green, (To be reported to Governors). Findings from these activities will be reported back to Governors in the appropriate meeting following the QA activity.

**Proposed Timetable for visits – Specific dates to be agreed with the Curriculum Leader:**

| | |
|---|---|
| Term 1 | English & Maths |
| | Science, Computing |
| Term 2 | Geography, History |
| | Performing Arts |
| Term 3 | MFL |
| | Business |
| Term 4 | English & Maths |
| | Science |
| Term 5 | Philosophy & Ethics |
| | Art, PE |
| Term 6 | Technology |
| | Personal Development, Social Sciences |

## Quality Assurance Schedule:

**Term 1:**
QA of Curriculum (Exam Analysis Meetings)
QA of Curriculum (Department Improvement Plans - Post Exam Review)
QA of Performance Management (Objective Setting)
QC of Performance Management
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 7, 10 and 12 Settling in Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

**Term 2:**
QA of Curriculum (Autumn Assessment Analysis Meetings)
QA of Department Improvement Plans (1st In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 8 and 9 Engagement Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

**Term 3:**
QA of Performance Management (Mid-year Reviews)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 11 and 13 Quality of T&L survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

**Term 4:**
QA of Curriculum (Mock Exam Analysis Meetings)
QA of Curriculum (Department Improvement Plans - 2nd In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Behaviour and Relationships – Pulse Checks

**Term 5:**
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits
QA of QA and QC processes

**Term 6:**
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Curriculum (Curriculum Audit)
QA of Curriculum (Department Improvement Plans)
QA of Leadership (LMM and External QA)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

To be reported to Governors