

# Stocksbridge High School



## Curriculum Policy 2025-2026

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## **Changes to this edition**

N/A

This policy replaces all previous curriculum policies and is the first edition.

## **1. Purpose**

This policy details the principles which underpin all curriculum activities at Stocksbridge High School, as part of Minerva Learning Trust. The policy should be read in conjunction with the Minerva Learning Trust teaching and learning policy 2024-2025. It provides an overview of the expectations of teaching and learning and details the quality assurance processes in place.

## **2. Aims**

This policy lays out the intent and structure for the school's curriculum.

## **3. Links to other Documents**

This policy operates in conjunction with the following Trust and school policies:

- **Minerva Curriculum Policy**
- **Minerva Teaching and Learning Policy**
- **SHS Teaching and Learning Policy**
- **SHS Assessment and Feedback Policy (DRAFT)**
- **SHS Pupil Premium Policy**
- **SHS Pupil Premium strategy document and report**
- **SHS SEND Information Report**
- **Minerva Alternative Reflective Curriculum Policy**
- **SHS Alternative Reflective Curriculum Policy**
- **SHS Curriculum Documentation Guidance for subject leaders**
- **Minerva Quality Assurance Policy**
- **SHS Quality Assurance Policy**

## 4. Curriculum Intent – Vision

<p><b>Our Mission:</b></p> <p>All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.</p>						
<p><b>Our Vision:</b></p> <p>Our vision is based upon our core principles of 'Believe, Achieve, Succeed'</p>						
<b>Believe</b>  We generate <b>belief</b> in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.	<b>Achieve</b>  We have a relentless and unapologetic focus on the outcomes of students to ensure that they <b>achieve</b> their dreams.	<b>Succeed</b>  We recognise and celebrate <b>success</b> for students on a <b>daily</b> basis with a positive learning culture.				
<p><b>Our Values:</b></p> <table border="1"><tr><td><b>Be Positive</b>  We smile, we accept compliments, we are polite, and we are respectful</td><td><b>Be Kind</b>  We are caring, we show empathy, we have good manners, and we are considerate</td><td><b>Be Confident</b>  We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves</td><td><b>Be Reflective</b>  We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes</td></tr></table>			<b>Be Positive</b>  We smile, we accept compliments, we are polite, and we are respectful	<b>Be Kind</b>  We are caring, we show empathy, we have good manners, and we are considerate	<b>Be Confident</b>  We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves	<b>Be Reflective</b>  We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes
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<p><b>Our Beliefs:</b></p> <p>We drive our Mission through the school by believing in the pupils, staff, and community to work together. To do this we:</p> <ul style="list-style-type: none"><li>- Develop <b>belief</b> from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.</li><li>- <b>Believe</b> in the staff we have to develop professionally and encourages a culture of succession and personal aspiration.</li><li>- <b>Believe</b> in a solutions-focused continuous improvement cycle to drive change and raise standards.</li></ul>						

## Our Curriculum Intent – Curriculum Vision

The curriculum at Stocksbridge High School is carefully planned, coherently sequenced and rigorously evaluated to enable sustainable progress for all students. The curriculum is underpinned by our core values — **Be Positive, Be Kind, Be Confident, Be Reflective.**

### Our curriculum is:

Ambitious and inclusive, providing all students with access to high quality learning experiences, within and beyond the classroom.

Broad and balanced, ensuring all students gain the knowledge, skills and cultural capital needed to enable success in school and beyond.

Through high expectations and nurturing relationships, we support all students to:

- **Be Positive:** Approach learning and challenges with optimism and resilience. Be hardworking and gain a range of qualifications suited to them.
- **Be Kind:** Show empathy, respect, and compassion in all aspects of life. Understand and respect the perspectives, beliefs, needs and difficulties of others.
- **Be Confident:** Develop self-belief, pride and the courage to take risks and express themselves.
- **Be Reflective:** Think critically, learn from experience and strive for improvement.

## 4. Curriculum Overview



### SHS Academic Curriculum

THE CURRICULUM STRUCTURE IS UNDER REVIEW FOR 2026-2027

On entry to the school, students are placed in mixed ability tutor groups of approximately 30 students.

The school operates a 2 week, 50 period timetable.

#### Key Stage 3

The KS3 curriculum is planned to build on students' KS2 knowledge and skills and prepare them effectively for the demands of the range of subjects available at KS4. Each subject has a clear set of curriculum documentation, outlining exactly what will be delivered.

This includes Intent Statement, Learning Journey (5 years or 2 years for KS4 only subjects), long term plan. Subjects also have bespoke medium term planning documents and lesson plans. All subjects, with the exception of science, use the Stocksbridge High School accessible presentation. The science department use the ARK curriculum resources, which aligns with the school's accessibility expectations.

Year 7:

En	Ma	Sc	La	Ge	Hi	Mu/Dr	Ar	Li	Re	Pe	Tk	Cs
8	8	6	3	4	4	2	2	2	2	4	3	2

Year 8:

En	Ma	Sc	La	Ge	Hi	Dr/Mu	Ar	Li	Re	Pe	Tk	Cs
7	8	6	4	3	4	3	2	2	2	4	3	2

## The Bespoke Curriculum Pathway in Y7 and 8.

Students who arrive at Stocksbridge High School with SATs scores significantly below the National average (scaled score <100) and have a reading age significantly below their chronological age, find it difficult to progress within their subjects as they move from Year 7 to 11. These students may follow a bespoke literacy curriculum (Additional Literacy Pathway or ALP) where their reading skills are developed, monitored and regularly assessed to get them to a position which enables access to the curriculum. Students will remain on this bespoke curriculum pathway until gaps have closed and the student is equipped with the required skills to access the curriculum. The provision is tailored to the needs of the student and may include (as appropriate) phonics for decoding, fluency and comprehension support, building vocabulary knowledge and spelling, support for written composition and presentation and opportunities for pre/post teaching of key concepts.

Year 9:

En	Ma	Sc	La	Ge	Hi	Dr/Mu	Ar	Li	Re	Pe	Tk	Cs
7	8	8	4	4	3	3	2	2	2	2	3	2

## The Bespoke Curriculum Pathway in Y9

Students who have been part of the bespoke curriculum pathway in years 7 and 8 who remain unable to access the full curriculum continue to be supported with both literacy and subject-specific interventions in our Extended Literacy Pathway. In Y9, students are taught by subject specialists to consolidate knowledge and understanding across subjects, whilst also continuing to receive literacy support. This prepares students for the options process and acts as a supportive bridge into KS4.

ALP Year 7 and Year 8:

En	Ma	Sc	Phonics	Hu	Mu/Dr	Ar	Li	Re	Pe	Tk	Cs
8	8	6	7	4	2	2	2	2	4	3	2

ELP Year 9:

E	M	S	EL	EL	EL	ELP	EL	Dr/M	A	L	R	P	T	C
n	a	c	P	P	Sc	Hum	Lif	u	r	i	e	e	k	s
7	8	8	2	2	1	4	2	3	2	2	2	2	3	2

## Key Stage 4

Students start their KS4 qualifications programme in Year 10 and opt in Year 9. During the Options process, information for each student is carefully analysed, discussions with students and parents take place with senior leaders and options events are held to ensure that students are well informed when making their choices of KS4 courses. A wide range of subjects and types of qualification are offered.

LIFE (SMSC) is also delivered outside of lessons, in assemblies, form time, as well as via sessions to accommodate visiting speakers and events.

Students who require additional support receive additional English, mathematics and science on the Entry Level Pathway (ELP) in Y11. The pathway has been improved in 2025-26 for current Y10 to provide additional support in English, mathematics, options subjects and digital literacy skills with achievements recognised by AQA unit award.

In addition, students being supported in our Alternative Reflective Curriculum follow the ASPIRE pathway.

Years 10 and 11:

En	Ma	Sc	Opt 1	Opt 2	Opt 3	Opt 4	Pe	Li	Re
9	8	9	5	5	5	5	2	1	1

ELP Years 10 and 11:

En	Ma	Sc	Opt 1	Opt 2	Opt 3	ELP/ASP	Pe	Li	Re
9	8	9	5	5	5	5	2	1	1

Aspire Years 9, 10 and 11:

En	Ma	Sc	Py	Dt	PE	Life	Pers. Int	Enrichment
6	5	5	4	4	4	2	6	4

## SHS Beyond the Curriculum

Stocksbridge High School is committed to educating the whole child, ensuring that learning extends beyond academic achievement to encompass personal development, character building, and preparation for life in modern Britain. We aim to nurture purposeful citizens who contribute positively to society and thrive in diverse communities.

We ensure these experiences are **inclusive and equitable**. All students are encouraged and supported to participate in:

- **Clubs and enrichment activities** with adaptations where needed.
- **Leadership roles and student voice initiatives** that reflect diverse perspectives.
- **Community engagement projects** designed to be accessible for all abilities.
- **Mentoring and peer support networks** to foster belonging and confidence.

Opportunities for students to develop resilience, integrity, empathy, and respect are built in through all aspects of school life. This includes participation in enrichment activities, leadership roles, and collaborative projects that encourage responsibility and teamwork. Our approach promotes self-awareness and confidence, equipping students to make informed decisions and manage challenges effectively.

The curriculum is designed to address students' Spiritual, Moral, Social, and Cultural (SMSC) needs. Through assemblies, tutor programs, and subject teaching, students explore values such as tolerance, democracy, and individual liberty. They engage with ethical issues, cultural diversity, and global perspectives, fostering an appreciation of different beliefs and traditions.

We prepare students for life beyond school by developing employability skills, financial literacy, and digital competence. Careers education and guidance are integrated across the curriculum, supported by encounters with employers and further and higher education providers. Students learn the importance of active citizenship, volunteering, and contributing to their communities.

## SHS Wider Curriculum

Our wider curriculum is designed to enrich students' experiences beyond the classroom, fostering a love of learning, creativity, and cultural awareness. It complements academic study by providing opportunities for personal growth, social engagement, and the development of lifelong interests.

Our wider curriculum promotes **personal growth, wellbeing, and cultural understanding** for every student by:

- **Celebrating diversity** through events, assemblies, and curriculum themes.
- **Teaching life skills** that prepare all students for independence and employability.
- **Providing social, emotional, and mental health support** tailored to individual needs.
- **Ensuring representation** in curriculum content so all students see themselves reflected.

We actively promote reading as a cornerstone of personal development and academic success. Through dedicated reading sessions, access to a well-resourced library, and initiatives such as book clubs and author visits, we encourage students to read widely and for enjoyment. Reading for pleasure supports literacy, imagination, and empathy, helping students to explore diverse perspectives and cultures.

## Enrichment Opportunities

Students benefit from a broad range of enrichment activities that extend learning beyond the curriculum. These include:

- **Educational Visits:** Trips to theatres, museums, galleries, and historical sites deepen cultural understanding and bring learning to life.
- **Clubs and Societies:** A varied programme of after-school clubs—covering activities in sports, performing arts, STEM, creative writing and more—allows students to pursue interests and develop new skills.
- **Competitions and Events:** Opportunities to participate in local, regional, and national competitions build confidence and resilience.
- **Community Engagement:** Volunteering projects and partnerships with local organisations promote active citizenship and social responsibility.

Through these experiences, we aim to build students' cultural capital, ensuring they have the knowledge and skills to engage confidently with the world around them. Our wider curriculum supports the development of well-rounded individuals who are prepared for life beyond school.

## 5. Form Time Curriculum

Every day students participate in the form time programme. This includes a review of the previous week, including a focus on attendance, behaviour and engagement with reflective time to set goals and targets for the coming week.

Sessions throughout the week include reading and literacy sessions, personal development and an assembly. The Drop Down Form (DDF) sessions are project based sessions that require students to work as a team to achieve specifics of a brief, for example enterprise activities. An assembly takes place every week for every year group. In Y10 and Y11 a further focus on careers and preparation for the next stage of their journey is added into form time.

Week	Form	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	7LWO 7CBA 7DWO 7CSI 7PBE 7JMI	Assembly	Review of Week	Personal Development	Literacy	DDF (Drop-Down Form)
			Reading		Reading	
Year 8	8CBR 8MGR 8PBA 8LLO 8LAR 8ISH	Review of Week Reading	Assembly	DDF (Drop-Down Form)	Literacy	Reading
					Personal Development	
Year 9	9KMO 9KMI 9KHY 9NCA 9LSH 9RHE	Review of Week Reading	Personal Development	Literacy Reading	DDF (Drop-Down Form)	Assembly
Year 10	10KLI 10LBU 10MFA 10MWA 10HJO 10CSM	Review of Week Reading	Personal Development	Assembly	Personal Development	Literacy Reading
Year 11	11KFR 11POH 11RDR 11DHA 11DSK 11AHA	Review of Week Reading	Personal Development	Personal Development (Wider World & Careers)	Assembly	Personal Development

## 6. Quality Assurance

In order to ensure our curriculum is inclusive and accessible to all students, we will:

- Put the needs of individual students above any external accountability pressures.
- Engage with a positive culture of self and peer-evaluation within and between Minerva Learning Trust schools and with external partners where appropriate.
- Monitor and evaluate the quality of the curriculum, teaching, learning and progress of all students, including those with additional needs.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives to enhance learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve student's progress, personal development and well-being.

## **Roles and Responsibilities**

### ***The Head teacher 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 students will be met. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students 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 statutory targets in order to make informed decisions.

### ***The Trustees will ensure that:***

- It considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

### ***SLT, as Subject Leadership Line Managers will ensure that:***

- They have an oversight of curriculum structure and delivery within their departments.
- Detailed and up-to-date curriculum documentation is in place for the delivery of courses within their departments.
- Curriculum intent and implementation are quality assured at regular and relevant points in the academic year.
- Robust and regular assessment procedures are in place.
- Levels of attainment and rates of progression are discussed with subject leaders (SLs) on a regular basis and actions are taken where necessary to improve these.

### ***Subject Leaders will ensure that:***

- The curriculum adheres to the curriculum policy and guidance.
- Detailed and up to date curriculum documentation is in place, reviewed regularly and updated in line with changes both nationally and at subject and course level.
- Long term planning is in place for all courses, outlining clearly how knowledge, skills and understanding will be sequenced. This will be at least as broad and ambitious as the national curriculum expectations, but will also be specifically tailored to the students of this school.
- Medium term planning is in place containing detail on: learning intent, success criteria, key knowledge for that lesson, recall from prior learning and key vocabulary.

- There is consistency in terms of curriculum implementation. All members of staff within the department are implementing the curriculum effectively, using the lesson structure and expected approaches detailed in the teaching and learning policy.
- Appropriate awarding bodies and courses are selected 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.
- Assessment is robust, appropriate and carefully designed to secure learning for all students.
- They keep the appropriate SLT link line manager informed of proposed changes to curriculum delivery.
- They review student performance data on a regular basis to ensure that any necessary changes or adaptations to curriculum content or implementation are made swiftly.
- They share best practice with other colleagues in terms of curriculum design and engage in professional development to further their own knowledge and understanding.
- Oversee CPD needs in relation to curriculum planning and delivery, identifying areas for development and creating opportunities for further development to take place..

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

- Ensure that the School curriculum is implemented in accordance with this policy, and the teaching and learning policy.
- Keep up to date with developments in their subjects and deliver quality first teaching in line with the teaching and learning and assessment policies.
- 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:***

- Be treated as partners in their learning, contributing to the design of the curriculum.
- 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 coordinated support to enable them to make the appropriate curriculum choices at KS4.

***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.
- Be informed how their child is progressing in each subject, both in their approach to learning, and their acquisition of the skills, knowledge and understanding in each subject.

### **Monitoring, Evaluation & Review**

The governing body receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national benchmarks at KS4.
- The standards achieved at the end of each year taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national benchmarks.
- The number of students for whom the curriculum was disappplied and the arrangements which were made.

The governing body review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.