TIBSHELF COMMUNITY SCHOOL CURRICULUM

Ratified: April 2026
(DCC Policy)

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that offers opportunities to grow as individuals as well as learners
- Ensure pupils enjoy learning and feel prepared for life after school
- Offer our pupils a range of exciting experiences through extra-curricular activities that are designed to build resilience, confidence, and self-esteem
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

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 Governance Handbook.

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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children 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 pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

- Directors of Faculty will ensure that subject areas within their Faculty have in place a curriculum that reflects the aims of the schools and indicates how this will be implemented for all learners. They will continuously monitor and evaluate this provision, with support from the Senior Leadership Team, to ensure that the needs of all individuals are being met.

4. Organisation and planning

We will deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practice and our aspiration is to be a fully inclusive school.

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their planning, so that pupils can draw upon knowledge from different subjects and understand how each area of study inter-links.

Teachers use different learning resources to teach core content, e.g., educational videos, guest speakers and ICT lessons. By using different strategies and techniques, we aim to keep all pupils engaged with learning and build a fully inclusive school.

The school carries out additional 'intervention' sessions for pupils who require additional support, prioritising those who need the most help. We also carry out interventions for small groups of pupils with TAs and other designated staff.

A full list of the subjects available to our pupils in each year can be found below.

Curriculum table

Department	Year 7	Year 8	Year 9	Year 10	Year 11
English	English		English Language & English Literature		
Maths	Mathematics		Mathematics	Statistics, Economics	
Science	Science		Science/Biology, Chemistry & Physics		
EBACC	MFL (Spanish), Geography and History, Travel and Tourism, Sociology				
TECH & ICT	Food, ICT & Product Design		Art, Computer Science, ICT, Hospitality and catering, Product Design		
CREATIVE	Drama, Dance, Music & Physical Education		Drama, Music Performance, Sports Studies, Core PE, Health and Social care, Child Development, Dance		
Personal Development	PSHE, RSE, Citizenship and Careers Education				

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs to educational trips and visits – a list of the extra-curricular activities available for each year group is available below. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school. The school's annual 'enrichment week' in July allows all pupils to participate in a wide variety of experiences. Our Enrichment Programme aims to provide a breadth of enhanced subject experience combined with personal development for all pupils.

RSE (Relationships and Sex Education) is covered within a range of subjects, Drop Down Day sessions and one-off External visits to cover the issues needed in a relevant and age-appropriate way.

SMSC and British Values are essential in all aspects of School Life and can be seen through assemblies, tutor times, Drop Down Days, students A2L and work with External visitors.

Careers advice is through a range of activities and resources. This includes two Careers and Employability Workers who provide group work and 1:2:1 session to all year groups. All students also have access to a University / College Visit and careers sessions on Drop Down Days and through assemblies and tutor time Personal Development sessions. All the above is tracked through each academic year and reviewed annually to ensure provision is constantly relevant to the pupils and the school's context.

All faculties will have in place a curriculum map which outlines the Intent, implementation, and impact of the curriculum for all cohorts. Planning documents will be in place and accessible for all staff to access and contribute to through their faculty.

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:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- 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. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

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

- Governors' meetings (Including Curriculum strategy group)
- Visits to school (meeting Directors of Faculty / Senior Leadership Team)
- Lesson visits
- Student voice activities

Directors of Faculty monitor the way their subject is taught throughout the school by:

- Quality Assurance – Lesson visits / Work scrutiny / student voice activities / data analysis

Directors of Faculty also have responsibility for monitoring the way in which resources are stored and managed.
This policy will be reviewed annually by the Curriculum link Governor 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:

- Assessing, Recording, and reporting policy
- SMSC policy
- PSHE policy
- Equality and diversity policy
- Examinations policy
- Inclusion policy