KINGSBURY SCHOOL

Curriculum Policy

LOCAL LEVEL POLICY

REFERENCE NO:		DATE PREPARED:	DATE REVIEWED/REVISED: September 2025
Policy compiled by C. Collis and M. Carrick			Approved by the Local Governing Body: Signed: L.Wood Date: October 2025
Signed: C. Collis and M. Carrick On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: September 2027			

Date	Notes
September 2025	Amended Curriculum Model and Options information on pages 4 and 5 to reflect the 2025/2026 academic year.
October 2025	Policy approved by L Wood (Local Governing Body)

Introduction

At Kingsbury we aim to provide an ambitious, broad and balanced curriculum that provides students with the knowledge, skills and cultural capital to become well-rounded, informed members of society. Our curriculum aims to provide students with the necessary tools to achieve academic success and to prepare them for the wider world. The Kingsbury Curriculum reflects the scope of the National Curriculum expectations.

The Kingsbury Curriculum

Our Kingsbury curriculum is designed to engage learners in the learning process, as well as leading to positive outcomes and helping students to develop as individuals.

The vision and aims for our curriculum are:

- The curriculum precisely defines WHAT students need to learn. The curriculum clearly identifies what core substantive and disciplinary knowledge students need to know and understand.
- The curriculum has purpose and enables students to place their learning into the 'bigger picture'. Intended learning is relevant to students and they can make links with prior and future learning.
- The curriculum is coherently planned and sequenced. Substantive knowledge and disciplinary knowledge are built up and regularly revisited, so that the forgetting curve is addressed.
- The curriculum is ambitious and increases in challenge over time. It is designed to support the needs of all students, including HA, Disadvantaged and SEND students.
- The curriculum provides students with the opportunities to build cultural capital, covering topics and providing experiences, that are suitable and relevant to Kingsbury Learners.
- The curriculum provides opportunities to support the development of students **reading and oracy** skills.

The curriculum is organised so that student in years 7, 8 and 9 experience a full range of subjects, giving them a broad and balanced foundation for their leaning. This fully prepares them to make informed choices when opting for the courses to study at KS4.

A key aim of Kingsbury School is to support our students to develop into well rounded members of society who make positive contributions to their local communities and the world around them. Our curriculum design supports this aim by ensuring that all students are provided with SMSC and RSE education through our Personal Development, Religious Education, Citizenship and Careers curricula which are delivered throughout their time in school. (see Relationship and Sex Education policy, SMSC policy and Careers and Guidance policy)

Kingsbury School is committed to developing students' reading and oracy skills, as they are essential in facilitating social mobility and success in life for our students. There is designated curriculum time provided for literacy lessons for Years 7, incorporated within the English lessons. Reading and oracy opportunities are also mapped into other subject curricula to ensure that these skills are continually developed throughout a student's time at Kingsbury School.

In addition to lessons during the school day, students can participate in extra-curricular activities to extend their skills and more importantly, to have fun.

Curriculum Planning

In order to deliver an ambitious, broad and balanced curriculum our expectations of curriculum planning are:

- Our faculty leads thoroughly plan how to ensure students learn the knowledge and skills necessary for their future success. Subject curricula are designed to engage learners and promote a love of learning for the subject beyond the curriculum, as well as leading to positive outcomes.

- Curriculum maps are developed for each subject, including long, medium- and short-term plans which clearly organise what, how and when students will be taught and assessed with in that subject. These curriculum maps must be deliberately sequenced to ensure learning builds on prior learning and leads onto the next steps of learning. Progression of pupils' substantive and disciplinary knowledge over time is clear and clearly defined end points are evident.

- Curriculum maps are regularly reviewed and are refined to suit the needs of learners as they are reflected on by staff.

Responsibilities

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, science and (subject to providing the right to withdraw) religious education, 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 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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
- 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

SLT Responsible for curriculum

The SLT curriculum lead 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. Also, ensuring the provision is in line with the National Curriculum requirements.
- Strategically lead on whole school curriculum vision and ethos in collaboration with the senior leadership team.
- Curricula at subject level is in line with whole school priorities.
- Support middle leaders and hold them to account for their responsibilities.
- They research and keep up to date with curriculum development and changes.

Head of Faculty

Head of Faculty are responsible for ensuring:

- They have input into developing a broad and balanced curriculum.
- They share and translate the vision for their subject curriculum to relevant teaching staff.
- They monitor the curriculum to ensure it is meeting the needs of its pupils and promoting pupil progress.
- They research and keep up to date with curriculum development and changes.
- They regularly review the curriculum and refine it if necessary.

Classroom Teacher

Classroom teachers are responsible for ensuring:

- They have good subject knowledge, so they know and understand the key content that is delivered to students.
- They are familiar with curriculum documentation and use it when planning lessons.
- That students have a consistent curriculum offered, by teaching in line with curriculum plains
- They adapt lesson to the needs of the students to ensure progress for all.

Curriculum time and Subject Choices

Specific details of the subjects studied in each year group can be found below (numbers represent hour per week each subject is studied) Subject choices are reviewed annually. In 2022-23, the curriculum offer is.

YEAR 7, 8 AND 9:

Subject	Year 7	Year 8	Year 9
English	4	4	4
Maths	3	4	4
Science	3	3	3
French	2	2	2
Geography	2	2	2
History	2	2	2
ICT/Digital Creativity	1	1	1
Physical Education	2	2	2
Technology	1	1	1
Performing Arts (Music, Drama and Art)	3	2	2
Religious Education and Citizenship	1	1	1
Me Time	1	1	1
TOTAL	**25**	**25**	**25**

YEAR 10 AND YEAR 11:

Subject	Year 10	Year 11
English	5	5
Maths	5	5
Science	5	5
Physical Education	1	1
Option A	3	3
Option B	3	3
Option C	3	3
TOTAL	**25**	**25**

OPTION SUBJECTS CURRENTLY BEING DELIVERED:

Year Group	Option A	Option B	Option C
Year 10	Geography History Separate Sciences ***NuLogic Alternative Provision***	Child Development Creative iMedia French Film Studies Hospitality and Catering ***NuLogic Alternative Provision***	Art and Design (Fine Art) Sports Science History Citizenship Studies Drama ***NuLogic Alternative Provision***
Year 11	French Geography History ***NuLogic Alternative Provision***	Astronomy Child Development History Drame Citizenship Studies Design and Technology Hospitality and Catering ***NuLogic Alternative Provision***	Geography Art and Design (Fine Art) French Music Sports Science Textile Design ***NuLogic Alternative Provision***