A COMMITMENT TO EXCELLENCE

Curriculum Policy

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Contents

1. Our Curriculum Intent 3
2. Our Curriculum Principles 4
3. Our Curriculum Structure 4
4. Our Timetable 6
5. Student Groups 6
6. Curriculum Time Allocations 2026-2027 7

Wade Deacon High School is a place where potential is discovered, nurtured, developed and fulfilled.

We are committed to providing every student with access to a broad, balanced, ambitious and inclusive curriculum that enables them to thrive academically, socially and personally. Through carefully sequenced learning experiences, high expectations and a rich programme of enrichment opportunities, students develop the knowledge, skills and character required to succeed in further education, training, employment and life beyond school. Our curriculum reflects our belief that every child matters and is designed to ensure that all students, regardless of background, starting point or individual need, are supported and challenged to achieve their full potential.

1. Our Curriculum Intent

All staff at Wade Deacon High School are committed to providing a high-quality curriculum that enhances the life chances of every student. We are passionate about providing exceptional opportunities, both inside and outside the classroom, that enrich students academically, culturally, morally and socially. Our curriculum builds upon the knowledge, skills and experiences developed during the primary phase and enables students to deepen their understanding across a broad range of subjects. Through carefully planned and sequenced learning, we support students to know more, remember more and do more over time.

We strive to develop successful lifelong learners by setting ambitious expectations and ensuring that every student has access to an educational experience that is both challenging and inclusive. Through a rich range of curricular, cross-curricular and extra-curricular opportunities, students develop the cultural capital, confidence and character needed to flourish in modern society.

To meet the needs of our diverse student population, we provide personalised learning and curriculum pathways that enable students to access an ambitious education appropriate to their strengths, interests, aspirations and individual needs. Our curriculum supports progression into further education, employment, apprenticeships and training, while fostering independence, resilience and a strong sense of social and moral responsibility.

We are committed to creating a safe, inclusive and nurturing environment in which all students can thrive, regardless of social background, race, nationality, disability, religion or belief, sex, sexual orientation or gender reassignment. Through our curriculum, we promote equality of opportunity, remove barriers to success and embed the fundamental British Values, enabling students to become respectful, tolerant and compassionate citizens who make a positive contribution to their communities and the wider world.

From Year 7 to Year 11, students' progress and development are monitored through our Progress to Success processes. Students receive regular feedback to support their learning, while parents and carers are kept informed of achievement, progress and engagement throughout the academic year.

Parents and carers have the right, under Section 71 of the School Standards and Framework Act 1998, to request that their child be wholly or partly withdrawn from Religious Education (RE). Parents and carers are not required to provide a reason for such a request. Further information regarding withdrawal from Religious Education can be obtained by contacting the school directly.

2. Our Curriculum Principles

The curriculum at Wade Deacon High School is designed to ensure coherence, progression and rigour across all subject areas. Subject leaders identify the foundational knowledge, concepts and skills that students need to secure at each stage of their education and sequence learning carefully so that this knowledge is revisited, strengthened and extended over time. By establishing secure foundations, students are able to access increasingly complex content, develop deeper understanding and make meaningful connections within and across subjects.

Curriculum planning is informed by subject expertise, evidence-informed practice and the requirements of external qualifications, ensuring that students are well prepared for future study. Learning is designed to promote curiosity, critical thinking, creativity and problem-solving, enabling students to apply their knowledge confidently in a range of contexts. Teachers use assessment purposefully to identify strengths, address misconceptions and support students in securing, retaining and retrieving key knowledge.

Reading, vocabulary development and disciplinary literacy are prioritised across the curriculum so that students can access increasingly sophisticated texts, ideas and subject-specific language. Curriculum leaders work collaboratively to ensure that learning is coherent and progressive, while preserving the distinctive nature and integrity of each subject discipline. Through ongoing evaluation and refinement, we ensure that the curriculum remains responsive to students' needs and enables all learners to build the strong foundations required for future success.

3. Our Curriculum Structure

3.1 Key Stage 3: Years 7, 8 and 9

Key Stage 3 provides students with a broad and balanced curriculum that establishes the foundations for future study. Students study English, Mathematics, Science, History, Geography, Modern Foreign Languages, Computer Science, Design Technology, Food and Nutrition, Physical Education, Art, Music, Drama, Reading and Personal Development. Through this curriculum, students are exposed to a wide range of disciplines and experiences, enabling them to develop their interests and identify areas of strength.

From Year 7, students access one of two curriculum pathways. The mainstream curriculum provides full access to the breadth of subjects available at Key Stage 3. Students who enter secondary school with significantly below age-related expectations in literacy and/or numeracy may access the Pathway Curriculum, which provides additional support to develop these essential skills whilst maintaining access to a broad curriculum offer. The pathway is intended to remove barriers to learning, support curriculum access and ensure that students are able to engage successfully with the demands of Key Stage 4. Placement is informed by transition information, assessment and individual need and is reviewed regularly to ensure students access the most appropriate curriculum.

During Year 9, students, parents and carers are supported through the Key Stage 4 options process. Information, guidance and careers education help students make informed decisions about their future curriculum pathway and subject choices, ensuring that programmes of study reflect individual strengths, interests and aspirations.

3.2 Key Stage 4: Years 10 and 11

At Key Stage 4, students follow an ambitious and personalised curriculum that prepares them for a wide range of post-16 destinations, including further education, apprenticeships, employment and training. Following the Year 9 options process, students access one of three curriculum pathways: Explorer, Discoverer or Voyager. Pathway allocation is informed by prior attainment,

current performance, student aspirations, parental consultation and professional judgement, ensuring that each student follows a programme of study that is appropriate to their strengths, interests and future goals.
All students study English Language, English Literature, Mathematics and Science (either Combined Science or Separate Sciences). Alongside these core subjects, students select option subjects from a broad range of academic, creative, technical and vocational disciplines.

The Explorer Pathway is designed for students who wish to continue studying a Modern Foreign Language as part of a broad and academically challenging curriculum. The Discoverer Pathway provides greater flexibility for students to personalise their programme of study through a wide range of option choices. The Voyager Pathway offers additional curriculum time in English, Mathematics and Science for students who would benefit from further development of essential knowledge and skills in these subjects, whilst continuing to access a meaningful range of qualification opportunities.

3.3 Personal Development

Our Personal Development curriculum supports students in becoming confident, resilient and responsible members of society who are well prepared for life in modern Britain. It incorporates Social, Moral, Spiritual and Cultural (SMSC) education, Religious Education, Personal, Social, Health and Economic (PSHE) education, Relationships, Sex and Health Education (RSHE), Health Education, Careers Education, Citizenship and Online Safety. Through this programme, students develop their understanding of healthy relationships, physical and mental wellbeing, equality, diversity, protected characteristics, fundamental British Values, personal safety and future career opportunities.

Personal Development is delivered through a combination of dedicated curriculum time, Religious Education, carefully planned form-time activities, Personal Development focus mornings, assemblies, enrichment opportunities and wider curriculum experiences. This integrated approach ensures that students are equipped with the knowledge, skills and attributes needed to make informed decisions, contribute positively to their communities and thrive in an increasingly diverse and changing world.

3.4 Reading

Reading is central to the curriculum at Wade Deacon High School and underpins students' ability to access, engage with and succeed across all areas of learning. We believe that reading is both a fundamental life skill and a key driver of academic success, enabling students to develop knowledge, deepen understanding and broaden their awareness of the world. As such, reading plays a vital role in helping students secure the foundational knowledge required within and across curriculum subjects. Our Reading curriculum is designed to foster confident, fluent and independent readers through a structured approach to reading comprehension, vocabulary development, disciplinary literacy and reading for pleasure.

Through carefully selected texts and explicit teaching, students develop the ability to access increasingly complex language, ideas and subject-specific content. Reading provision is tailored to meet the needs of our students, including targeted support for those who require additional intervention to improve reading fluency, accuracy and comprehension. Alongside this, all curriculum areas contribute to the development of disciplinary literacy, enabling students to understand how reading, writing and communication operate within different subject disciplines and supporting their acquisition of subject-specific knowledge.

In Years 7 and 8, students receive two hours of dedicated Reading provision per fortnight, while students in Year 9 receive one Reading lesson per fortnight. This structured programme is complemented by reading opportunities across the wider curriculum and supports our commitment to developing knowledgeable, culturally aware and academically successful young people.

4. Student Groups

The school timetable is based on five, one-hour lessons per day running over a two-week cycle. The timetabling model is based on 'bands' (Yellow, Green and Purple in KS3 and Bands 1 and 2 in KS4), allowing leaders to ensure appropriate groupings, class sizes and to minimise split classes.

5. Student Groups

Students are grouped on entry to Wade Deacon High School using a range of information gathered through the transition process. This may include Key Stage 2 outcomes, teacher assessments, reading and numeracy data, and wider pastoral information provided by primary schools. This information is used to ensure that students are placed in learning groups that best support their academic progress, wellbeing and successful transition to secondary education.

In Key Stage 3, students are set in English and Mathematics to enable teaching and learning to be appropriately matched to students' current levels of attainment and understanding. Grouping arrangements are designed to provide suitable challenge and support for all learners and are reviewed regularly to ensure they remain appropriate. Movement between groups may take place where this is considered beneficial to a student's progress and development.

Decisions regarding grouping and setting are informed by a range of evidence, including attainment, progress, classroom assessment, engagement with learning and professional judgement. The school is committed to ensuring that grouping arrangements support equitable access to an ambitious curriculum and high expectations for all students.

6. Curriculum Time Allocations 2026-2027

Hours per fortnight

School	YG	English	Maths	Science	MFL	History	Geography	RE	Computing	PE	Art	DT	Drama	Music	PD	Reading	Total
WDHS	7	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
WDHS	8	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
WDHS	9	8	8	7	4	4	4	1	2	4	2	2	1	1	1	1	50
		24	24	21	10	12	12	3	6	12	6	6	3	3	3	5	
TGA	7	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
TGA	8	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
TGA	9	8	8	7	4	4	4	1	2	4	2	2	1	1	1	1	50
		24	24	21	10	12	12	3	6	12	6	6	3	3	3	5	
HHS	7	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
HHS	8	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
HHS	9	8	8	7	4	4	4	1	2	4	2	2	1	1	1	1	50
		24	24	21	10	12	12	3	6	12	6	6	3	3	3	5	
HA	7	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
HA	8	8	8	7	3	4	4	1	2	4	2	2	1	1	1	2	50
HA	9	8	8	7	4	4	4	1	2	4	2	2	1	1	1	1	50
		24	24	21	10	12	12	3	6	12	6	6	3	3	3	5	

Key Stage 4											
Y10	English	Maths	Science	PE	Option 1	Option 2	Option 3	Option 4	Tutorials E/M/S	Total	Total Quals
GCSE	10	9	9	2	5	5	5	5		50	9
Voyager Pathway	10	9	9	2	5	5			10	50	7
Y11	English	Maths	Science	PE	Option 1	Option 2	Option 3	Option 4	Tutorials E/M/S	Total	Total Quals
GCSE	10	9	9	2	5	5	5	5		50	9
Voyager Pathway	10	9	9	2	5	5			10	50	7