



WADE DEACON
HIGH SCHOOL

A COMMITMENT TO EXCELLENCE

Curriculum Policy

Policy & Procedure Number: 20

Date of Board of Governors Review: Autumn 2025

Next Review Due: Autumn 2026

School Link: Miss Carine Whitfield

Revision Number: v02

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST

Contents

1.	Our Curriculum Intent	3
2.	Our Curriculum Structure	4
3.	Our Timetable	5
4.	Student Groups	5
5.	Curriculum Time Allocations 2025-2026	7

Aim

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

1. Our Curriculum Intent

All staff at Wade Deacon High School are committed to providing a high quality, ambitious and inclusive curriculum that enhances the life of every student. We are passionate about providing exceptional opportunities (both inside and outside of the classroom) that help to enrich students academically, culturally, morally and socially.

Our curriculum aims to inspire and challenge all learners. It builds on the knowledge, skills and experiences developed in the primary phase and enables students to deepen their understanding of a broad range of subjects. We aim to provide opportunities for all students to fulfil their potential, setting ambitious goals and developing their capacity to be successful life-long learners, as well as building their cultural capital through a breadth of dynamic curricular, cross curricular and extracurricular opportunities.

At Wade Deacon, every child matters. We pride ourselves on the provision of personalised learning to support every student. Therefore, we provide a variety of curriculum pathways to suit their abilities, talents and needs wherever possible.

Wade Deacon High School is committed to:

- providing students with the core skills, knowledge and understanding that are required for the 21st century.
- developing a sense of social and moral responsibility; encouraging students to be respectful of others, mindful of their role in their community, in society and in the global environment.
- providing a broad curriculum that support students' learning and progression into further and higher education, training or employment.
- ensuring students enjoy their time in school and develop the cultural capital they need to succeed in life.
- providing every child, regardless of their social background, race, nationality, disability, religion, sexual orientation or gender identity, with a safe and nurturing environment in which to grow.
- developing students' independent learning skills and resilience.
- embedding fundamental British values and social, moral, spiritual and cultural purpose.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, tolerant and compassionate citizens who are ready to make a difference.

From Year 7 to Year 11, every child's 'Progress to Success' is continually monitored. Students receive detailed feedback in lessons, and parents and carers receive regular updates about their child's progress during the academic year.

Parents and carers have a statutory right under Section 71 of the School Standards and Framework Act 1998 to request that their child(ren) be wholly or partly excused from Religious Education (RE) lessons, in accordance with the school's curriculum.

Parents do not need to provide a reason for the request. If Parents and Carers require further information please contact the school directly.

2. Our Curriculum Structure

2.1 Foundation Years (Key Stage 3: Years 7, 8 and 9)

Our Foundation Stage is designed to teach students the skills that are crucial, not just for excellent grades, but also for their development as learners. Students will be prepared, academically and socially, during this time to enable them to achieve their potential in their GCSE years. We aim to build the knowledge and skills of literacy, numeracy, interpretation, deduction, analysis and evaluation to create learners who are independent and who can approach their studies with ingenuity, creativity and originality.

From Year 7, students will access one of two different curriculum pathways based on their prior attainment, but all will follow a 'traditional' academic curriculum. The mainstream KS3 curriculum prepares students for the English Baccalaureate (Ebacc) and includes: English, Mathematics, Science, a modern foreign language, History and Geography, as well as creative and practical subjects including Design Technology, Food and Nutrition, Computer Science, PE, Art, Music and Drama.

Students who enter Year 7 with significantly below average literacy and numeracy skills will follow the 'Pathway Curriculum', with the majority of activity focusing on developing core knowledge and skills to bring them to a level where they can access a broad and appropriate curriculum at KS4. These students are taught a theme-based curriculum that includes Literacy, Numeracy, Science, Humanities and functional language skills, as well as other core subjects such as ICT, PE, Music, Art, DT, Drama and Music. **In Year 9, students, parents and carers are guided through the GCSE Options process to identify the subjects they wish to study at Key Stage 4**

2.2 Key Stage 4: Years 10 and 11

In Key Stage 4, we provide an ambitious but inclusive curriculum that prepares students for a wide range of post-16 pathways. In addition to the core subjects of English, Maths and Science, students can choose from a wide range of option subjects during the Year 9 Options process so that:

- all students can have the opportunity to achieve the Ebacc.
- students can select a curriculum that provides a range of choices and opportunities for post-16 study.
- we can provide a vocational and career-focused pathway, incorporating technical courses and a personalised curriculum.
- there is an opportunity to support some students with extra Mathematics, English and Work-related Learning lessons.

All students will study English Language, English Literature, Maths and Science (through either a combined or 'separates' course). In addition, students can choose four 'options' subjects in a range of disciplines. Most students will also be encouraged to choose a 'humanities' subject (History, Geography or Computer Science) and the majority will be strongly encouraged to study at least one language if appropriate for them. Other subjects include Art, Music, Drama/Performance, Dance, Business, DT, Food and Nutrition, Hospitality and Catering, Creative iMedia, PE/Sport, Health and Social Care, RE and ICT.

2.3 English Baccalaureate (EBacc)

The principal purpose of the EBacc measure is to increase the take-up of 'core' academic qualifications that best equip a student for progression to further study and work. The EBacc is not a qualification but recognises students' achievements across a core of selected academic subjects which include English, Mathematics, Sciences, a language and a humanities subject. Depending on the choice of KS4 options a student may not necessarily qualify as part of the EBacc performance measures. All students are introduced to the EBacc suite of qualifications at Key Stage 3, and except for a small number of students who follow an alternative 'Pathway' curriculum in Key Stage 4, all students are entitled to choose the EBacc option choices. The GCSE Options process is designed to ensure all students are provided with objective, appropriate guidance and during this process, the choice of whether to pursue the EBacc will be discussed and the rationale for students' choices thoroughly explored.

2.4 Personal Development

Our Personal Development curriculum incorporates Social, Moral, Spiritual and Cultural (SMSC) education, Religious Education (delivered through our enhanced English curriculum at Key Stage 3), Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE), Health Education, Careers, Citizenship and e-Safety. Much of this is encountered every day, woven into our academic curriculum, but students will also experience additional learning through fortnightly lessons at Key Stage 3, carefully planned daily form time activities, regular PD Focus Mornings ('drop down mornings'), year group assemblies and other extra-curricular and enrichment events.

2.5 Reading

In a knowledge-rich curriculum, reading is not merely a skill—it is the gateway to all learning. The development of confident, insightful readers requires intentional, systematic support across all subject domains. Our Reading curriculum is bespoke and tailored to our students' specific needs, bridging the divide between the word-rich and the word-poor, and building students who are competent readers, culturally literate, and equipped to access and interrogate complex texts, as scholars. In Years 7 and 8, students have two hours of Reading over a fortnight with Year 9 students having one Reading lesson a fortnight.

3. Our Timetable

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.

4. Student Groups

Students are placed into groups when they arrive in Year 7 based on a wide variety of information including KS2 test scores in reading, grammar, punctuation and spelling and Maths, KS2 teacher assessments, numeracy and reading ages as well as a broad range of pastoral information collected through our transition programme with primary schools. The groups are regularly reviewed during the first term to ensure that students are placed in the most appropriate class.

Early in Year 7, students are placed in sets in English and Mathematics based on prior attainment and the ability they show during the academic year. These sets are fluid, with the curriculum

designed to enable students to move between sets as appropriate. The setting process is led by the Subject Leaders in English and Mathematics in conjunction with the relevant Progress Leaders and Senior Leaders. After each round of P2S, and especially at the end of each year, changes to groups and sets may be made. Any changes are considered very carefully with decisions based on a wide variety of factors such as prior and current attainment, progress, Attitude to Learning (AtL) and Behaviour, group dynamics as well as changes to the curriculum model across school.

5. Curriculum Time Allocations 2025-2026

Hours per fortnight

Wade Deacon Curriculum Model 2025-26

Lessons over 2 weeks (38 weeks per year)

Denotes change from previous year

Key Stage 3

Foundation	English	Maths	Science	Geography	History	MFL	Computing	Design Technology	Religious studies	Music	Drama	PE	Art	Reading	Personal Devt	Total
Year 7	7	8	7	4	4	3	2	2	1	2	1	4	2	2	1	50
Year 8	8	7	7	3	4	4	2	3	1	1	1	4	2	2	1	50
Year 9	8	8	8	4	4	4	2	2	1	1	1	3	2	1	1	50

Key Stage 4

Y10	English	Maths	Science	PE	Option 1	Option 2	Option 3	Option 4	Vocational/ Tutorial	Total	Total Quals
GCSE	10	9	9	2	5	5	5	5		50	9
Success Pathway	10	9	9	2	5	5			10	50	7
Y11	English	Maths	Science	PE	Option 1	Option 2	Option 3	Option 4	Vocational/ Tutorial	Total	Total Quals
GCSE	10	9	9	2	5	5	5	5		50	9
Success Pathway	10	9	9	2	5	5			10	50	7