

Curriculum Policy

Review Date: November 2025

Review by: Curriculum, Standards and Progress

Final Approval: Full Governors

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate, numerate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

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School Context

The Core Values which relate specifically to this policy state that we are working together to form relationships based on

- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.

Such values contribute to our common purpose of “Striving for high quality education with a strong Christian ethos”.

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy’s Data Protection Policy.

Introduction

The Curriculum Policy prefaces all other policy documents which relate to teaching and learning. It is an overarching statement of provision, rather than a detailed document outlining the delivery of the curriculum. Alongside other policies, this policy seeks to deliver the academy’s shared aims:

- To challenge all students to achieve their full potential;
- To prepare all students for adult life and future learning.

This policy should therefore be read in conjunction with all others which relate to curriculum delivery.

Principles

- The curriculum will be constructed in line with the Curriculum Intent (see above), and will be reviewed in terms of its implementation and impact.
- The curriculum will meet statutory requirements.
- The curriculum will be reviewed with due regard to the National Curriculum, and constructed in line with academy freedoms.
- The curriculum will be delivered within a framework which ensures that all students are safeguarded.
- The curriculum will be designed flexibly to enable all students to achieve.

Policy

We will provide:

- A well led, broad and balanced curriculum which is fully and accurately informed by national changes at each Key Stage;
- Access to the National Curriculum for all students aged 11-16 (Years 7-11) for whom this is suitable;
- Opportunities for personalised learning in conjunction with other local providers for students for whom the full National Curriculum may not be suitable;
- Opportunities for as many students as possible to achieve the English Baccalaureate at Key Stage 4;
- An Advanced Level programme at Key Stage 5;
- A diverse extra-curricular programme to complement the taught curriculum;
- A careers education and guidance curriculum informed by the Gatsby Benchmarks to enable students to make the right choices about their futures;
- Opportunities for students to develop their spiritual, moral, social and cultural awareness.
- Appropriate levels of support to access the curriculum for those students from disadvantaged backgrounds, and those with learning difficulties or disabilities
- Robust assessments of students’ progress in all curriculum areas

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As an academy with a foundation in the Peterborough Diocese of Education, we will:

- Use the SIAMS framework as a means of monitoring and auditing our provision;
- Ensure that the core values of the academy are explicitly promoted, and underpin the delivery of the curriculum;
- Ensure that worship is planned, delivered and valued across the academy;
- Deliver an accredited Key Stage 4 course in Religious Education for all students.

In addition, we will:

- Teach programmes of study which enable continuity and progression;
- Make partnerships for curriculum delivery, where this is appropriate (eg with special schools, further education colleges, work-based learning providers, employers);
- Publish outline programmes of study;
- Ensure that assessment is timely and accurate;
- Encourage innovation in teaching and learning where it will contribute to high standards;
- Develop intervention and other programmes at all key stages to meet the needs of those students who are not achieving to their full potential;
- Ensure that literacy and numeracy are delivered effectively throughout the curriculum;
- Seek students' feedback on their curriculum experiences;
- Ensure that impartial advice and guidance is provided for progression and transition;
- Ensure that teachers receive appropriate professional development to fulfil their duties;
- Make appropriate resourcing decisions to support the curriculum.
- Review the curriculum regularly to ensure it is fit for purpose.

Responsibilities

School Leadership Team

- Implement policy
- Plan the curriculum and its resourcing to meet individual needs
- Ensure the curriculum is monitored and evaluated in the light of national requirements
- Monitor the implementation of the Curriculum through robust QA processes
- Provide accurate accounts of curriculum activity to the governing body
- Keep parents/guardians informed through the publication of Curriculum booklets and by updating, where appropriate to do so, the Curriculum section of the school website
- Provide continuing professional development for curriculum staff

Heads of Faculty and Subject

- Plan the delivery of teaching programmes to meet necessary requirements
- Prepare schemes of work
- Ensure the highest quality teaching and learning in their areas
- Support the implementation of the policy with particular reference to National Curriculum subject requirements and cross-curricular themes
- Contribute to whole academy developments on teaching and learning
- Ensure the Faculty/Department is well informed of national developments relating to the subject area(s)
- Take part in and deliver continuing professional development
- Monitor the quality of work in the areas for which they are responsible

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Teachers

- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery
- Maintain accurate records of assessment
- Follow department, faculty and whole academy plans and policies
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate

Other Promoted Post Holders

- Contribute to curriculum development in line with their role descriptions

Teaching Assistants

- Provide high quality support for teaching and learning
- Support individuals and small groups in their learning as deployed by the Special Educational Needs Co-ordinator (SENDCo)
- Participate in relevant continuing professional development

Associate Staff

- Recognise how their roles contribute to delivering the highest quality teaching and learning – the academy's 'core function'
- Participate in appropriate continuing professional development to enable them to fulfil their core function in supporting teaching and learning

Governing Body

- Ensure that statutory requirements are met
- Receive monitoring and other reports on the curriculum through the appropriate sub-committees of the governing body

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