



Curriculum policy

Sheringham High School

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1. Introduction

The curriculum can be defined as ‘the totality of the lived experiences a student receives as they move through the school’. This policy aims to outline how the curriculum is organised at Sheringham High School to ensure that all students gain the knowledge, skills and understanding required to be successful against both local and national expectations. The policy encompasses:

- Intent – the rationale, purpose, and design of the curriculum as a whole.
- Implementation – how the curriculum is organised and delivered in our specific context.
- Impact – how improvements in student knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how we have aligned our curriculum to meet the expectations of national policy objectives while also providing specifically for the students at Sheringham High School.

2. Intent

The school curriculum seeks to provide outstanding learning opportunities for all students. We understand the curriculum is designed to inspire, prepare, and enable students to make excellent progress. Equipping them for their futures through appropriate qualifications, that widen their opportunities. We aim to:

- Motivate students towards achieving ambitious personal and academic targets.

- Developing resilience through the freedom to learn from mistakes both within and outside the classroom, developing independence and enabling students to become pro-active members of our community.
- Broaden students' knowledge and understanding of the country and the world.
- Provide opportunities for students to study the following subjects at KS3: Art, Design & Technology, Drama, English, Food Preparation & Nutrition, French, German, Geography, History, Mathematics, Physical Education, Religious Studies, Self & Society, Science, Spanish.
- Provide opportunities for students to study the following subjects at KS4: Art & Design (Textiles), Art & Design (Photography), Business Studies, Design & Technology, Drama, English Language & Literature, Food Prep & Nutrition, French, German, Geography, Health & Social Care, History, Mathematics, Physical Education, Religious Studies, the Sciences, Travel & Tourism, Motor Vehicle Studies, Sociology.
- The Curriculum offer for KS5 is currently under review. A vocational offer of Motor Vehicle Studies and Health and Social Care will initially be available alongside GCSE resits and Work experience with an aim to build up the offer to include a wider range of vocational courses over the coming years.
- Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.
- Provide a range of curricular and super-curricular opportunities for students to represent and lead their school community.
- Provide an environment where student achievement is rewarded and celebrated.
- Ensure students experience success across a broad and balanced education, that is coherently planned and sequenced to build knowledge and skills incrementally.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Embed opportunities for students to develop cultural capital through Social, Moral, Spiritual and Cultural (SMSC) education.
- Develop pride in students' local and national heritage as well as support and uphold Fundamental British Values.
- Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Support the development of student physical and mental well-being, responsibility for their own health and wellbeing, and enable them to be active.
- Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education. Aspects of this are taught across all curriculum subjects and tutor periods. Students at KS3 and 4 also have dedicated RSS& S (Religious Studies, Self and Society) lessons which address PSHE themes.
- Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- Ensure students can use mathematics and literacy skills across a range of contexts.
- Ensure high levels of student progress and achievement against challenging national benchmarks by planning assessments to check understanding and inform teaching.
- Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

These curriculum aims are underpinned by our values: Inclusive, Collaborative, Ambitious. Our school, and curriculum, aims to create an atmosphere of mutual respect and academic challenge in which individual students are encouraged to achieve their full potential within a secure and caring environment.

3. Implementation

Our curriculum is divided into the following phases:

Key Stage 3	Year 7 and 8 Year 9	Inspiration Preparation
Key Stage 4	Year 10 and 11	Qualification
Key Stage 5	Year 12 and 13	Specialisation

- The curriculum is refined over time, based on evidence and insight from within and beyond the school.
- The curriculum will ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- All students will receive formal Citizenship education through Personal Development Days, as well as ongoing SMSC education across all subjects where appropriate.
- Science lessons, PE lessons, specialist subject lessons and Personal Development Days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- A range of assemblies, intended for different audiences, and Personal Development Days will be used to deliver SMSC and PSHE education across Key Stage 3,4 and 5.
- All students receive specialised Religious Studies, Self & Society education during Inspiration and Preparation phases with all students having the opportunity to undertake a GCSE in Religious Studies in the Qualification phase.
- Heads of Department (HoD) will ensure clear curriculum plans are available and disseminated to all staff delivering their subject areas.
- As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- Curriculum plans should be the product of clear research and communication of the sequence of content and skills necessary for students to make progress.
- Using National Curriculum and/or qualification specifications, each subject area should identify and communicate rates of progress in each phase of education to assess, monitor and track student progress.
- In addition to the formal subject curriculum, subjects will provide a range of extra-curricular activities for students to experience where appropriate and possible.
- Opportunities to develop SMSC, PSHE and RSE education of students in should be included in curriculum planning wherever appropriate.
- Subject leaders and Senior Leaders will monitor the quality of education provided in each subject area.
- Teachers should follow the agreed Curriculum Plan in their subject areas and any deviation or amendment must be communicated with their HoD.
- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance.
- Teachers should use Assessment for Learning techniques to identify the needs of students and plan learning.
- Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students.
- Teachers should fully engage with the instructional coaching process to further improve their practice.

- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase.
- Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with Teaching Assistants where available to improve rates of progress.
- Teachers should identify and exploit opportunities to develop Personal Development education wherever possible including challenging extreme or anti-social opinions.
- Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- Teachers should plan, prepare, and deliver the high quality of education described by the Teacher Standards.

4. Impact

- The curriculum should make a significantly positive contribution to the Personal Development of all students.
- The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment.
- Improvements in students' attitudes to learning will also be measured.
- The overall effectiveness of the implementation of the school curriculum will be measured using school performance measures.
- The success of careers information, education and guidance will be indicated using post-16 and post 18 destination data.

5. Literacy across the Curriculum

- Focus on building subject specific vocabulary through disciplinary literacy.
- Focus on oracy education across the curriculum to allow students to articulate their understanding of key knowledge and skills alongside developing both exploratory and presentational talk.
- In all subjects, students in Years 7 & 8 spend the first five minutes of every lesson reading their chosen reading book.
- Bedrock is being used to monitor and as an intervention for literacy across all of KS3 and lower ability for KS4.
- The English Department are taking part in the FFT Unlocking Reading Programme.
- Head of English is the completing NPQ in Leading Literacy.
- The English department are trialling handwriting interventions.

6. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 [academy trust governance guide](#).

7. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with high prior attainment
- Students with low prior attainment

- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will adapt teaching practices to remove any barriers to learning. Departments will also adapt their curriculum plans to meet the needs of all students in addition to responsive adaptive teaching by teachers in the classroom.

Further information can be found in our equality, diversity, and inclusion statement [<https://www.sheringhamhigh.org.uk/seecmsfile/?id=9859>], and in our SEN policy and information report. [<https://www.sheringhamhigh.org.uk/seecmsfile/?id=6465>]

8. Monitoring Arrangements

The governing board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through reviewing and appraising the Curriculum Policy and meeting with school links.

The Senior Leadership team monitor the way subjects are taught throughout the school by:

- Reviewing Curriculum Maps and plans for each subject.
- Regular learning walks
- Bi-weekly line management meetings with Heads of Department
- Reviewing feedback given to teachers by Heads of Department as part of our instructional coaching programme.
- Reviewing departmental action plans following termly data analysis by Heads of Department.

Heads of department monitor the way their subject is taught throughout the school by:

- Half-termly lesson drop-ins as part of our instructional coaching programme.
- Half-termly reviews of student work and feedback.
- Termly reviews of assessment data and production of action plans based on assessment outcomes.

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.