



The Radclyffe School

“Working Together for Excellence”

CURRICULUM POLICY

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1. Policy Statement

It is the firm commitment of the Cranmer Education Trust (CET) that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our schools reflect their individual communities, identities and histories

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration. The curriculums of our schools seek to empower our young people.

The breadth of curriculum provision in Years 7-9 will enable a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History or Geography, and a Modern Foreign Language). At Key Stage 4 this will be supported by an Open pot of subjects and qualifications that enable every student to succeed and progress.

Our curricula include co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curricula ensure pupils leave our schools as well rounded, informed and resilient young people ready to take their place in the world.

2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded, respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

3. Principles for Learning

- A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. Where students join us from primary school with below expected levels of reading, interventions are used strategically and effectively to accelerate their progress towards their reading age matching their chronological age.
- **High quality learning time**, where young people are given time to master and apply key disciplinary concepts.

- An understanding of the **cognitive science** of how students learn, ensuring they can remember and do more, grow in self-motivation and self-management, and aiming for fluency and automaticity in key concepts which feature in our curriculum
- **Formative assessment:** we check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary.
- **Achievement for All:** our pedagogy is adapted, and learning is structured, to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy and experience success in the same curriculum entitlement for all pupils. Teachers plan lessons with the highest attainers in mind, and then specific challenges, barriers and issues are identified and addressed through planned scaffolding and support, in order that all students in the class are able to access the knowledge being taught.
- **Social development and fellowship** is vital in ensuring that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally and be a valuable part of the whole-school community.

4. Curriculum Structures

4.1 Secondary: The Radclyffe School

Organisation:

- We run a two-week timetable (Weeks 1 and 2).
- The school day at The Radclyffe School consists of five one hour lessons each day, Monday to Friday.
- The co-curricular offer runs Monday to Friday during lunch time and after school. A timetable of extracurricular activities is available termly.

4.2 Key Stage 3 Curriculum in The Cranmer Education Trust (CET)

During Key Stage 3, Years 7-9, all pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

4.2.1 KS3 Curriculum at The Radclyffe School

	Year 7 Learning sessions per fortnight	Year 8 Learning sessions per fortnight	Year 9 Learning sessions per fortnight
Art	2	2	3
Computer Science	2	2	2
Drama	2	2	1
Design Technology, Food, Textiles (on a termly rotation)	3	3	3
English	6	6	6
English: Grammar	1	1	1
English: Reading	1	1	1
French	4	4	4
Geography	3	3	3
History	3	3	3
Maths	7	7	7
Music	2	2	2
PE	4	4	4

Personal Development	2	2	2
Religious Studies	2	2	2
Science	6	6	6
Total	50	50	50

4.3 Central principles of the Key Stage 3 curriculum

4.3.1 Reading and Literacy

A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. The **strategies** we use draw on the principles of [Reciprocal Reading](#), as well as being informed by those outlined in:

- [Metacognition and Self-Regulated Learning \(2018\), EEF](#)
- [Improving Literacy in Secondary Schools \(2018\), EEF.](#)
- Closing the Vocabulary Gap (2018). Alex Quigley

All teachers and teaching assistants receive training in the literacy strategy and the components of **reading, oracy** and **writing**, enabling all students to make maximum progress whatever their start point.

Reading

We adopt a deliberate approach to developing a reading culture that begins before students join us in September. Ahead of transition, all students are set a summer reading project based on Homer's 'The Odyssey'. Students are expected to read the first six chapters and complete a range of accompanying activities designed to develop comprehension, reflection and discussion skills. 'The Odyssey' explores many themes and ideas that resonate with students as they prepare for the transition from primary to secondary school. Odysseus' journey is one of challenge, resilience and personal growth, requiring him to navigate unfamiliar environments, overcome obstacles and adapt to new situations. Themes such as courage, perseverance, friendship, belonging and finding one's way through uncertainty mirror many of the experiences students encounter when moving to a new school. Through engaging with these ideas, students are encouraged to reflect on their own transition journey and the opportunities and challenges that lie ahead.

The integration of reading into the curriculum

At KS3 students read together up to twice a week in form time, led by their PLG, which allows students to engage with challenging vocabulary and themes in a structured and supportive setting. This is done through a combination of PLG reading books and the Lyfta programme. The planned reading book curriculum is underpinned by the following agreed principles:

- The PLG lead reads the text.
- All students have a copy of the text to follow along in.
- All students track the text as the adult reads using a bookmark.
- All PLGs read twice a week.
- All PLGs use the resources on the system.

This way, we ensure that every student in KS3 receives the same support and challenge in their reading, in addition to the more targeted teaching and support in their lessons and in interventions.

Additionally, through our work with the Lyfta programme, students also have access to high quality, contextually relevant and diverse texts which support the story worlds they are exploring in the sessions.

Through Lyfta, reading is developed as a shared activity, reading about the characters' stories through the commentaries within the storyworlds, and the more extended pieces presented as integrated articles, all of which will then form the basis for group discussion.

Disciplinary literacy is embedded across every curriculum area. Subject leads choose texts which both challenge and extend students' reading, modelling how to read and how to deconstruct complex and subject-specific vocabulary. Fluent reading is crucial, and students benefit from expert readers. When teachers read aloud, they model fluent reading with proper pace, expression and intonation. They can pause to explain vocabulary and ask questions. Hence, in most cases, teachers should be the ones reading texts to the class. Academic reading is tough, involving technical language and drawing on existing knowledge. To support students' comprehension, staff use the Reciprocal Reading strategies of Prediction, Questioning, Clarifying, and Summarising.

A well-stocked and resourced library is our focal point to promote reading for pleasure, and age-appropriate scholarly reference materials to contextualise on-line information. A skilled librarian, together with our library lead and reader-listener, led by our whole school literacy lead, promote the library, implement interventions programmes and organise competitions and events that reward, promote and celebrate all aspects of literacy.

The library is open every break and lunchtime, as well as after school, throughout the week so that students can access it in their free time to exchange their reading book, work on Sparx Reading or do their homework. Our library staff work with students during their reading lessons as well as during breaks and lunchtimes to help them select books that are suitable to their reading age and that they can enjoy reading. We celebrate World Book Day as a school and run assemblies each term to celebrate the successes of our readers. We also hold our annual 'LitFest' celebration, where we invite in authors and poets, hold competitions and enrichment activities, give away books, and celebrate reading in every lesson.

Students are encouraged to read every day at home. They are provided with a reading book that is accessible for them to read alone but parents are welcome to read with them. The school encourages parents to monitor their child's reading as we know that reading regularly contributes to rapid progress.

Additionally, to support our students with regular reading, students in Years 7-9 have one dedicated hour per fortnight based in the library. The aims of this lesson are to:

- ensure that students have an opportunity to read
- ensure all students have a reading book that is appropriate to them
- ensure that all students are supported and encouraged in reading for pleasure.

Students in Years 7-9 have access to Sparx Reading to develop their reading, grammar and vocabulary.

Oracy

Staff model strong talk, and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing. There are core and co-curricular opportunities to champion activities for oracy development, such as debating club.

In lessons, we use the structure of our Classroom Climates to support the working culture of lessons and to promote oracy, particularly through Classroom Climate 2 where students are developing their use of structured discussion to explore ideas and articulate their thinking in a collaborative way with their peers. To support this, staff will use our 'TRS Talks' bookmark to scaffold and support students' transactional talk, allowing them to grow in confidence and skill, making them more confident speakers in a range of contexts.

Writing

Students are taught how to write as a subject discipline expert. They are taught how to write in different disciplines with staff modelling what good writing looks like in their subject through the 'I do, we do, you do' approach.

This academic year, one of our overarching whole school development priorities is writing. Departments are developing the clarity around what it means to write like an expert of each subject, identifying the main text types and their conventions, and creating high-quality models and scaffolds to support the development of students' writing skills, as well as the assessment and feedback practices to help students understand how to improve.

Targeted Support for Literacy

In addition to the comprehensive universal offer to support students' literacy, The Radclyffe School also provides a graduated response for pupils who might require extra support.

As part of their transition to TRS, Year 7 sit the New Group Reading Test (NGRT).

At the end of each academic year, all students are tested in their reading. Year 7 and 8 complete the NGRT while Year 9 and 10 take the GL Exact assessment. Both of these tests give a reading age for each student along with other useful literacy data. This information is then evaluated alongside other appropriate data measures, such as Key Stage 2 results and CAT4 test results, and the appropriate interventions put in place.

Interventions are evidenced-based for the relevant diagnostic

They will be bespoke, group based and where necessary, individual student based, dependent upon the child's needs. Interventions will be delivered by a trained member of staff, including the library reader-listener team or the SEND team.

4.3.2 Targeted support for Numeracy

When year 6 new starters are visited in the summer term at primary schools, we ask staff for information on any students who are below expected progress in Maths. This is then triangulated with SATs scores and a group of students on each side of the year is targeted for additional support from the start of year 7. When Year 7 students arrive with us in the September this information is looked at together with CAT4 and in-class assessment data which then helps us to identify a cohort of students who are below age-related expectations in mathematics. For these students, a plan of targeted support and challenge is put in place, including a lower teacher to student ratio and other planned interventions. The intention is that any students who enter below the expected level in maths, or who are identified as having a significant difference between their SATs and CATS scores, are intervened with swiftly to ensure that from as early a point as possible, they are placed on a path from which they can make expected or better progress by the end of the time in school.

4.3.3 Wellbeing (PSHRE)

The Wellbeing curriculum is taught during Personal Development lessons. It incorporates all aspects of the DfE statutory framework for Relationships and sex education (RSE) and health education (2026) which outlines what students should know by the end of secondary school to keep them happy, healthy and safe. The curriculum also delivers elements of the Careers Education, Information, Advice and Guidance provision. Good careers guidance is crucial if young people are to raise their aspirations and capitalise on the opportunities available to them and make informed decisions about their future.

Statutory areas of learning include:

- different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance,
- boundaries and consent; how to manage conflict; and also how to recognise unhealthy relationships,
- how relationships may affect health and wellbeing, including mental health,
- healthy relationships and safety online,
- factual knowledge around sex, sexual health and sexuality,
- healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education,
- healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place; preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2021) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).

4.3.4 Citizenship

Citizenship education is taught through the Personal Development curriculum. Students may also opt to take Citizenship as a discrete GCSE as part of the options process which takes place towards the end of year 9.

Our vision is to holistically educate our learners for life, so that they can leave The Radclyffe School as well-rounded members of the community and citizens of modern-day Britain. The Citizenship curriculum is based around the PSHE thematic model, meaning that each half-term, students will focus their learning around one of the key themes, for example, British Values, Character Education, and Living in the Wider World.

Over the Key Stage 3 curriculum, all students study units of work on topics such as Citizenship and Civic Liberty, Respect, Young People and the Law, Government and Parliament and Understanding and Preventing Extremism.

At Key Stage 4, for students who choose to take Citizenship GCSE, a more in-depth knowledge of topics is gained, for example through studying information relating to law and justice, and also the role and influence of both citizens and the media. For students who do not choose to take Citizenship GCSE, core content continues to be covered through the Personal Development curriculum.

4.3.5 Religious Education

The Radclyffe School is a community school and does not have a designated faith character. Religious education is part of the National Curriculum and is studied by all pupils up to the end of KS4. Our schools follow the local Agreed Syllabus determined by the Local Standing Advisory Council on Religious Education (SACRE) which has been developed by faith leaders, teachers, parents and grandparents working together.

The curriculum is designed to develop pupils' knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions (Buddhism, Hinduism, Judaism, Islam, Sikhism), other religious traditions (such as the Baha'i faith or Jainism) and world views (such as Humanism). By exploring issues with and across world faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances such as Humanism), and their influence on individuals, societies, communities and cultures.

How the RS curriculum is organised

At Key Stage 3, students study RS for 2 lessons over a fortnight. The themes covered are organised as follows:

Year 7 begins by exploring the idea of what faith is, before moving on to Judaism as an Abrahamic Faith, followed by examining who Jesus was. In the final part of the year, students are introduced to Islam.

As year 8 begins, the curriculum moves on to focus on Hinduism, followed by Christianity. We then examine the question of whether belief changes lives, before ending the year on Sikhism.

In year 9, we begin with Buddhism before moving on to question whether you can believe in both Science and Religion. This leads onto looking into whether religion could be described as dangerous. The end of year 9 focusses on faith and belief in Oldham, which includes students being part of a 1 hour multi-faith panel with local spiritual leaders from all religions.

Students can choose Religious Studies as a GCSE during the options process which takes place towards the end of year 9. During the GCSE course, year 10 focusses on both Christian and Muslim beliefs and practices. In year 11, students put this knowledge into context by examining key themes and religious beliefs relating to them, for example relationships and families, and crime and punishment.

All students at Key Stage 4 receive their National Curriculum entitlement for Religious Studies through distinct units of work taught through the Personal Development curriculum in years 10 and 11.

Science and religion

The science curriculum teaches evolution in full. Sometimes students will ask about creationism in Religious Studies. All discussion is encouraged. We teach students that creationism is not a valid scientific theory and is not held by mainstream churches/faiths.

Religious education is for all pupils, whether in a CE-designated or non-faith-designated school. RE does not seek to influence pupils' views in support of any particular religion or worldview – it is a subject which educates pupils to understand their own beliefs and those of others.

Our schools, in line with Diocesan (faith-designated schools) and SACRE policy (non-faith designated), do not support selective withdrawals from parts of the RE syllabus.

Students' work in Religious Studies will be exhibited prominently, and we are very happy to discuss the curriculum and the materials we use with parents.

4.4. The Curriculum at Key Stage 4

All Cranmer Trust pupils study English Language and Literature, Mathematics, Dual Award Science or separate sciences to GCSE. The majority will also take a Humanities subject (History and/or Geography) and a Modern Foreign Language to GCSE. Pupils in (VA) academies will all take Religious Studies; pupils in VC academies or non-faith designated schools will have the option to study RS to GCSE level.

The KS4 curriculum also includes core PE and PSHE (through Personal Development), including careers.

At The Radclyffe School, pupils then choose four options from the list below. Some pupils who are at an earlier stage of learning English, or who have gaps in their learning of English and/or maths, may have additional targeted support in some of these subjects instead of the full number of options.

Subject and specification list:

Art (Fine Art)	AQA	Art & Design (8202) Specification
Art (Photography)	AQA	Photography (8206) Specification
Business Studies	EDEXCEL	Business (1BS0) Specification
Citizenship Studies	EDEXCEL	Citizenship Studies (1CS0) Specification
Computer Science	OCR	Computer Science (J277) Specification
Performing Arts: Dance (Level 1 and 2 Tech Award)	BTEC	Performing Arts (Dance) Specification
Design & Technology	EDEXCEL	Design & Technology (1DT0) Specification <i>Textiles is Component 1E</i> <i>Timbers is Component 1F</i>
Drama	AQA	Drama (8261) Specification
Level 2 Technical Award in Engineering	NCFE	Engineering Specification
Food Preparation & Nutrition	AQA	Food preparation & nutrition (8585) Specification
French	EDEXCEL	French (1F01) Specification
Geography	AQA	Geography (8035) Specification
Health and Social Care: Level 1 and 2 Tech Award	OCR	Health and Social Care Level 1/Level 2 (J835)
History (11, 2R, & 31)	EDEXCEL	History (1HI0/FR) Specification <i>Paper 1 is Option 11 'Medicine in Britain, c1250-present' and The British sector of the Western Front, 1914-18'</i> <i>Paper 2 is Paper P4 'Superpower relations and the Cold War, 1941-91' & Paper B4 'Early Elizabethan England, 1558-88'</i>

		<i>Paper 3 is Option 31 'Weimar and Nazi Germany, 1918-39'</i>
Music	EDUQAS	Music (C660QS) Specification
PE	OCR	Physical Education (J587) Specification
Religious Studies A	AQA	Religious Studies (8062) Specification
Cambridge National Certificate in Sport Studies	OCR	Sport Studies (J829) Specification
Statistics	EDEXCEL	Statistics (1ST0) Specification

4.5. The Co-Curricular/enrichment offer

The enrichment curriculum is delivered through before-school, lunchtime and after-school clubs. We are proud to offer a wide range of Student Enrichment activities at The Radclyffe School, giving every student the chance to explore new interests and develop valuable skills. Our programme fosters positive relationships and essential transferable skills such as communication and leadership, preparing students for success both in and beyond their time here.

The wider curricular offer gives students opportunities to develop their interests and skills and to spend time with their peers outside of the classroom in structured activities that build character and cultural capital. The wider curriculum includes enrichment opportunities, trips and visits, sporting activities, after school clubs and leadership opportunities.

There are a wide range of lunchtime and afterschool activities for students to participate in, from sport, music and drama, STEM, E-Sports, to cooking and personal fitness. There are many benefits that come from involvement in wider-curricular activities, and we would encourage all students to attend as many enrichment opportunities as they can and collect student enrichment stamps along the way to be entered into our termly student enrichment draw as we carefully track and celebrate each student's involvement through our Lesson 6 tracker, recognising their dedication to personal growth outside the classroom.

The wider curricular offer works alongside our academic curriculum to develop confident, resilient young people ready to embrace future challenges and opportunities.

4.5.1 Duke of Edinburgh Award

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society.

It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

Year 10 students have the opportunity to take part in the Duke of Edinburgh Award, through completing after-school sessions throughout the school year.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. The award is highly regarded by both employers and universities.

4.6. Social, Moral, Spiritual and Cultural Development (SMSC)

Character education and SMSC are the golden thread running through all aspects of curriculum provision. Grouping arrangements, seating plans, learning strategies, co-curricular opportunities and The Radclyffe School ensures that students from all backgrounds work together authentically to build mutual understanding and respect, and foster social cohesion and integration.

Spiritual development is at the heart of Religious Studies and our Personal Development curriculum. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths - loving your neighbour and becoming a responsible steward of the world given to us. The taught curriculum aims to build a love of learning, and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Students' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at a local, national and international level. We commit to charitable endeavour and doing good as we go.

Students' social education comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide co-curricular provision and ensuring that students take part, try new things, meet new people; student representation through a number of Student Leadership Teams, involving half-termly meetings with senior leaders and feedback to the Headteacher; and our commitment to active citizenship in school and in the wider community. All these behaviours embed British values of democracy, mutual respect and the rule of law.

Students' cultural education comes through the breadth and richness of the curriculum and co-curricular provision; the exposure to resources in school, both in the library and on-line; living and learning in a well ordered, light, vibrant environment, which celebrates the arts and creativity; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and (where necessary) the financial support provided by the school to enable all students to visit museums, galleries, cities, the theatre, universities, different places including a residential.

4.7. Careers Education, Information, Advice and Guidance (CEIAG)

An ambitious curriculum is supported by an effective and responsive CEIAG curriculum to ensure that all young people have the knowledge they need to make informed choices about their future. The Radclyffe School is committed to providing a well-planned and resourced programme of CEIAG that endeavours to reflect the Department for Education (2017) 'Careers strategy: making the most of everyone's skills and talents' which placed the eight Gatsby Career Benchmarks at its heart.

A progressive CEIAG is mapped throughout the five years students are with us and embedded across all curriculum areas. When sequencing curriculums, subjects will plan for and signpost opportunities that link to careers. We use tutor time and the Unifrog platform which has access to videos and resources to showcase all elements of CEIAG to enable students and staff to record their 'encounters' and 'experiences' to build career profiles. Tutor time, Wellbeing lessons and assemblies will support CEIAG provision at key points in the academic year.

Our intention is to normalise the language of university and advanced apprenticeships from Year 7, building links with local universities and companies in the Greater Manchester region to ensure our young people are inspired and encouraged to make aspirational choices which are right for them. Our Key Stage 4 offer will build on students' broad and deep learning in Key Stage 3 and enable our young people to start to prepare for progression routes at Technical/Applied/Apprentice level, as well as traditional A-Levels. Co-curricular

and enrichment provision will involve adults from the wider community who will reinforce aspiration and provide positive role models.

All students in Years 10-11 will have 1:1 discussions and bespoke careers advice on progression through 16-18 and beyond.

An independent careers adviser will be contracted through Positive Steps to support the school's careers strategy and guidance interviews. Links with external agencies such as the Careers and Enterprise Company will be utilised to provide targeted opportunities (particularly SEN) for our students.

5. The Quality of Education: Governance

The trustees of The CET have delegated the monitoring of the quality of education to local governance in each school. Local governors review progress against school improvement priorities, which are identified by the Headteacher with the advice and support of the CEO and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.

Appendix 1: Curriculum Maps

Art
Computer Science
Design Technology
Drama
English
Food
Geography
History
Maths
MFL (French)
Music
PE
Personal Development (including Wellbeing/PSHRE)
Religious Studies
Science