



The Wilnecote School

Title of Policy:

The Wilnecote School - Curriculum Policy

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The Wilnecote School – Curriculum Policy

Statement of Curriculum Intent

1. Purpose

At The Wilnecote School, our curriculum is ambitious, coherent, and inclusive. It is the vehicle through which we deliver our values and prepare every pupil, including those with SEND and those who are disadvantaged, for successful futures.

2. Curriculum Intent

Rooted in educational research and the thinking of Mary Myatt, we believe that:

Ambition is for Everyone

We believe that no ceiling should be placed on what students can achieve, regardless of background, starting point, or need. High expectations sit alongside a compassionate, inclusive culture, ensuring that all students are challenged and supported to succeed. Our curriculum offer, setting rationale, assessment, feedback and targeting is implemented to ensure ambition is for everyone.

Knowledge Empowers

We believe that knowledge empowers students. Drawing on the work of Michael Young and Christine Counsel our curriculum prioritises powerful knowledge. Knowledge that takes students beyond their everyday experiences and enables them to think critically, make connections, and access future learning. Substantive and disciplinary knowledge is carefully selected and sequenced so that students know more, remember more, and can apply what they know with increasing sophistication over time.

Curriculum Components

Our curriculum is deliberately planned and logically sequenced so that learning builds over time. Informed by cognitive load theory, particularly the work of Sweller, subjects are structured to prioritise depth of understanding before pace, with planned opportunities for revisiting and strengthening learning over time. This coherence ensures that students develop secure knowledge and understanding rather than encountering disconnected or fragmented learning experiences.

Equity is Non-Negotiable

Our curriculum is a vehicle for progress. It is designed to remove barriers and ensure equitable access to powerful knowledge, rich vocabulary, and cultural capital for all students, particularly those with SEND and those who are disadvantaged. Adaptation and scaffolding support access without lowering ambition.

Planned opportunities for oracy, disciplinary reading, and extended writing are embedded across subjects. All teachers are teachers of literacy and numeracy, explicitly developing students' vocabulary, reading fluency, and mathematical thinking within their disciplines.

Assessment is Purposeful

Assessment is purposeful and principled. It aligns with the school's Assessment Policy and draws on the work of Dylan Wiliam, ensuring that assessment is used primarily to inform teaching and support learning. Assessment helps teachers identify what students know, what they have remembered, and what they need next, rather than encouraging superficial performance or test rehearsal.

Curriculum Breadth and Ambition

Students should have access to a broad and balanced curriculum where every student has the experience of a range of subjects and specialist skills to equip them in the years after school.

At Key Stage 3, students study the full breadth of the National Curriculum, securing strong foundations and avoiding premature narrowing. At Key Stage 4, students follow ambitious pathways that combine academic rigour with vocational and creative opportunities, ensuring that every learner is prepared for future education, employment, or training.

Co-Curricular

The Wilnecote School recognises the chance we have as educators to broaden a student's experience. Co-curricular and extracurricular opportunities are important, and we strive hard to provide complementary study, activities, trips and visits to enhance cultural literacy so that pupils develop resilience, curiosity and the confidence to contribute positively to society.

Measuring Success of the Curriculum

We measure the success of our curriculum through multiple lenses, including attainment, progress, students' retained knowledge, and the character they demonstrate. Learning walks, lesson observations, pupil voice, curriculum reviews, and stakeholder engagement all contribute to evaluating how effectively our curriculum intent is realised in practice.

3. Curriculum Implementation

3.1 Structure

Curriculum Model

Key Stage 3

Students study the full breadth of the National Curriculum. There is a deliberate emphasis on disciplinary literacy, numeracy, and vocabulary development to secure strong foundations in subject knowledge and ways of thinking. This approach ensures depth, coherence, and avoids premature narrowing.

Subject	Year 7	Year 8	Year 9
English	4	4	4
Maths	4	4	4
Science	3	3	4
Technology & Food	2	2	2
MFL	2	2	2
Geography	1	1	1
History	1	1	1
RE	1	1	1
PE	2	2	2
Art	1	1	1
Music	1	1	1
Drama	1	1	1
ICT	2	2	1

Key Stage 4

Students follow a rigorous core curriculum alongside a broad and balanced suite of options. Academic, vocational, and creative subjects are valued equally, and pathways are ambitious, flexible, and responsive to students' strengths, needs, and aspirations rather than predetermined by prior attainment.

Subject	Year 10	Year 11
English	4	5
Maths	5	4
Science	5	5
PE	2	2
Option 1	3	3
Option 2	3	3
Option 3	3	3

Tutor Time Programme

The tutor time programme is carefully structured to provide a balanced and coherent entitlement for all year groups. It combines regular tutor-led routines, assemblies, PSHE, literacy through LITT, and targeted careers and post-16 guidance. There is a deliberate emphasis on personal development, wellbeing, literacy, and civic responsibility, ensuring students build strong habits, knowledge, and understanding

over time. This consistent and sequenced approach supports depth, progression, and shared experiences across the school while meeting age-appropriate needs at each stage.

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	Tutor News & Votes for Schools	Tutor News & Votes for Schools	Tutor News & Votes for Schools	Tutor News & Votes for Schools	Assembly
Tuesday	PSHE	PSHE	LITT	Assembly	Tutor News & Votes for Schools
Wednesday	PSHE	PSHE	Assembly	PSHE	Careers & Post16
Thursday	LITT	Assembly	PSHE	PSHE	PSHE
Friday	Assembly	LITT	PSHE	Careers & Post16	PSHE

Tutor Time Programme 2025-2026

3.2 Teaching and Pedagogy

Teaching and pedagogy are underpinned by high challenge and high support, ensuring that every lesson counts. Classroom practice is aligned with evidence-informed principles, including Rosenshine’s work on effective instruction, particularly the importance of guided practice in securing understanding before independent application.

Teachers make consistent use of the school’s Focus Five approach to establish clarity, routine, and high expectations within lessons. New learning is broken into manageable steps, with opportunities for reflection built in so that students can think carefully about what they have learned, identify misconceptions, and strengthen understanding. Teachers actively circulate during lessons, checking for understanding, providing immediate feedback, and adapting instruction in response to students’ needs.

High-quality explanations, effective modelling, and purposeful questioning are prioritised to support guided practice and deepen thinking. Scaffolds and adaptations, particularly for students with SEND and those in receipt of Pupil Premium, enable

access to the full curriculum without diluting ambition. Support is deliberately designed to fade over time, promoting independence, confidence, and secure learning.

See Teaching and Learning Policy

3.3 Sequencing

Each subject clearly identifies both the substantive knowledge students must learn and the disciplinary knowledge that shapes how students think, work, and approach knowledge within the subject. Learning is thereafter carefully sequenced so that students know more, remember more, and can do more over time, with new knowledge building securely on what has been taught previously. Threshold concepts are identified as non-negotiable building blocks for progression, ensuring coherence and depth within and across subjects.

3.4 Retrieval

Retrieval practice, spaced repetition, and interleaving are embedded within curriculum planning and classroom practice to strengthen long-term memory, support retention, and enable students to apply knowledge with increasing confidence and independence.

3.5 Assessment

Assessment is purposeful, proportionate, and precisely planned to improve learning. A wide range of assessment techniques is used within and across lessons, including live assessment, verbal feedback, peer feedback, and written feedback. These approaches enable teachers to identify misconceptions quickly and provide timely, meaningful responses that move learning forward.

Assessment is deliberately planned to close the feedback loop. Teachers ensure that feedback is acted upon through structured opportunities for improvement, reflection, and refinement, so that students can demonstrate progress over time. This approach is closely aligned with the school's Going Green principles, ensuring that students know when learning is secure and what steps are needed to strengthen understanding further.

Both formative and summative assessment provide reliable information about what students know, remember, and can do. Assessment supports curriculum intent without narrowing learning to test rehearsal, focusing instead on the genuine security of knowledge and understanding over time rather than short-term performance or task completion.

Please see Assessment Policy

3.6 Inclusivity – SEND and Pupil Premium Focus

Inclusivity is rooted through the Universal Approach, where Quality First Teaching underpins learning for all students in every lesson. Inspired by Rosenshine's Principles,

teachers plan and deliver lessons that are inclusive by design, ensuring that high expectations, clear explanations, effective modelling, and purposeful questioning are consistently experienced by all learners.

For students with SEND, curriculum maps identify where knowledge may need to be adapted, reinforced, or revisited, without reducing ambition. Teachers plan responsively, informed by EHCPs, personalised targets, and professional collaboration. Teaching assistants are trained and deployed strategically to support learning in the classroom while promoting independence and reducing reliance over time.

For students in receipt of Pupil Premium, the curriculum prioritises access to powerful knowledge, rich vocabulary, and cultural capital. Literacy, background knowledge, and oracy are deliberately developed across subjects, and barriers such as attendance, organisation, and access to enrichment are proactively identified and addressed. Through the Universal Approach and Quality First Teaching, all students are supported to make sustained progress and achieve ambitious outcomes.

3.6 Engagement

Engagement is established through high-quality curriculum design and classroom practice rather than superficial compliance. Students are engaged when learning is ambitious, coherent, and meaningful, and when they are supported to experience success through challenge and clarity.

Teachers foster engagement by establishing strong routines, clear expectations, and a calm, purposeful learning environment. Lessons are designed to capture students' interest through carefully selected content, rich questioning, and opportunities to think deeply, discuss ideas, and apply knowledge. Engagement is strengthened through guided practice, reflection, and timely feedback, ensuring students understand both what they are learning and why it matters.

The curriculum actively promotes engagement by connecting students to powerful knowledge, cultural experiences, and real-world contexts that broaden horizons and build curiosity. Through enrichment, curriculum-linked experiences, and inclusive classroom practice, all students are supported to participate fully, sustain concentration, and take increasing ownership of their learning.

3.8 Homework

Homework is used to strengthen students' retention of key knowledge through retrieval, rehearsal, and application. Tasks are explicitly linked to what has been taught in class, enabling students to revisit prior learning, practise core skills, and deepen understanding without introducing new content in isolation. This ensures coherence between classroom learning and independent study.

Teachers plan homework with consideration for students' age, needs, and workload, ensuring that expectations are consistent, manageable, and equitable. Support and guidance are provided so that all students, including those with SEND and those in receipt of Pupil Premium, can access homework successfully. Where appropriate, adaptations are made in line with individual needs, without reducing ambition.

Homework contributes to the development of positive learning habits, independence, and responsibility. Its impact is monitored through lesson routines, feedback, and dialogue with students and parents, ensuring that homework supports learning effectively and reflects the principles set out in the school's Homework Policy.

3.8 Intervention

Additional intervention beyond classroom practice is timely, targeted, and responsive, ensuring that students receive the right support at the right time without removing them from ambitious curriculum learning. Intervention is informed by diagnostic assessment, ongoing formative assessment, and professional judgement, and is reviewed regularly to ensure impact.

In addition to in-class interventions, we offer, reading interventions such as Fresh Start and Guided Reading, ongoing Key Stage 4 interventions and handwriting interventions.

3.9 Scheme Planning

Curriculum delivery is underpinned by clear, coherent documentation that supports consistency, ambition, and high-quality implementation across all subjects. Subject leaders ensure that curriculum intent is translated into classroom practice through a structured and well-sequenced suite of curriculum materials.

Each subject provides the following;

- A clear subject overview, that articulates the purpose of the subject, the powerful knowledge students will acquire
- KS3 and KS4 roadmaps, outline the long-term curriculum journey, showing how knowledge and skills are developed progressively over time. These are a visual representation of the subject overview with allows for more parental engagement.
- Knowledge sequencers identify the precise knowledge students are expected to learn and retain within each unit, supporting clarity and consistency in curriculum delivery.
- Knowledge organisers which set out key concepts, vocabulary, and factual knowledge in a concise and accessible format, enabling students to revisit and consolidate learning independently.
- Revision tool-kit which provides access to resources for both teachers and students for effective assessment preparation.

- Assessment schedules which are aligned with curriculum sequencing and identify when and how learning will be assessed. This ensures that assessment is purposeful, proportionate, and used to inform teaching rather than drive curriculum narrowing.
- Assessment documentation supports consistent, accurate tracking of pupil progress and informs responsive teaching.
- Medium term units of work translate curriculum intent into daily classroom practice. They explicitly identify links to prior and future learning, define the powerful knowledge students are expected to secure, and clarify learning intentions. Schemes of work also suggest resources, homework opportunities, lesson structure, and expectations for CRAFT.

Schemes of work are reviewed and adapted in response to diagnostic assessment and curriculum review processes, ensuring that curriculum delivery remains responsive to students' needs and that changes are made where evidence indicates they are required.

4. Curriculum Impact

We measure impact not just in examination results, but in what students know, remember, and can apply.

Knowledge and progress: Students secure and retain key knowledge, enabling success at each stage of their education.

Equity: Gaps between SEND, disadvantaged, and their peers close over time.

Destinations: Students transition successfully into further education, training, or employment, equipped with both qualifications and the cultural capital to thrive.

Character and contribution: Students demonstrate resilience, curiosity, and a readiness to play an active role in society.

Impact is evaluated through, attainment and progress data, work scrutiny, lesson visits, pupil voice, SEND and PP progress reviews, destination tracking and enrichment participation.

5. Monitoring and Evaluation

Subject leaders conduct curriculum reviews, triangulating work scrutiny, assessment outcomes, and pupil voice.

SLT and governors oversee the quality of provision, with a specific lens on SEND and disadvantaged outcomes.

The curriculum is reviewed annually, informed by Ofsted framework criteria, research, and pupil needs.

6. Roles and Responsibilities

Governors: Ensure ambition and equity in curriculum provision.

Headteacher/SLT: Lead strategic curriculum design and monitoring.

Academic Head of Year: Provide a holistic oversight of individual students' progress across the curriculum and to ensure implementation of appropriate interventions.

Subject Leaders: Plan coherent, knowledge-rich curricula and oversee delivery. Provide a diagnostic oversight of student performance and implementation of appropriate intervention.

Teachers: Deliver ambitious lessons with compassion and adaptability.

SENDCo & PP Lead: Ensure curriculum access and progress for priority groups.

Students: Engage with ambition, curiosity, and resilience.

7. Review

This policy will be reviewed annually by SLT and governors, ensuring ongoing alignment with the latest Ofsted EIF, statutory requirements, and educational research.