



APHS CURRICULUM POLICY

2025-26

LAB Approved: November 2025
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2. Introduction

INTENT – IMPLEMENTATION – IMPACT

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

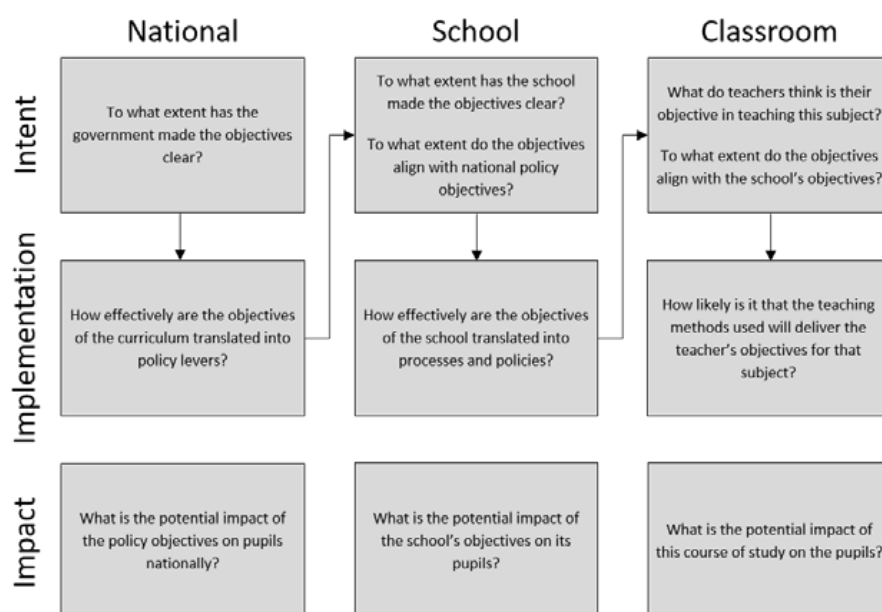
(Ofsted, Curriculum: intent, implementation and impact, 2017)

The Alderman Peel High School (APHS) 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 APHS curriculum is organised at 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 pupil knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how APHS has aligned its curriculum to meet the expectations of national policy objectives while also provide guidance for how subject leaders and classroom teachers should align their curriculum to meet whole-school expectations.

Nine-box framework





3. Intent

The school curriculum seeks to provide outstanding personal development by supporting, promoting and instilling the values of APHS - Ambition, Pride, Happiness and Success.

Ambition

- 3.1 Develop an ambitious attitude towards learning and making excellent progress.
- 3.2 Motivate students towards achieving ambitious personal and academic targets.
- 3.3 Challenge students to acquire the key knowledge, skills and understanding required for current and future success, as well as providing the basis for subsequent learning and behaviours to be successful in later life.
- 3.4 Build cumulatively deeper understanding and the capacity for skilful performance.
- 3.5 Provide a strong academic core through English Baccalaureate (EBacc) subject areas while giving equal value to STEMM, Physical Education and the Arts.
- 3.6 Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.

Pride

- 3.7 Provide a range of curricular and extra-curricular opportunities for students to represent and lead their school community.
- 3.8 Provide an environment where student achievement is rewarded and celebrated.
- 3.9 Be embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 3.10 Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.

Happiness

- 3.11 Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- 3.12 Support the development of student physical and mental well-being.
- 3.13 Provide a wide range of unique life experiences through extra-curricular and super-curricular opportunities.
- 3.14 Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education.
- 3.15 Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).

Success

- 3.16 Ensure students experience success across a broad and balanced curriculum.
- 3.17 Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.



- 3.18 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.
- 3.19 Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

4 Implementation – School Level

- 4.1 All students will receive a broad and balanced three-year curriculum at Key Stage 3 by ensuring full coverage of National Curriculum subjects and entitlement areas.
- 4.2 The curriculum will ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- 4.3 All students will receive a broad and balanced curriculum at Key Stage 4 by offering a wide range of GCSE subjects and vocational equivalent qualifications.
- 4.4 GCSE subjects and non-GCSE equivalents at Key Stage 4 will be recognised in the performance tables in the year of examination.
- 4.5 All students will receive formal Citizenship education through Collapsed Learning Days, as well as ongoing SMSC education across all subjects where appropriate.
- 4.6 Science lessons, PE lessons, ICT lessons and Collapsed Learning 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.
- 4.7 A range of assemblies, intended for different audiences, and Collapsed Learning Days will be used to deliver SMSC and PSHE education across both Key Stage 3 and 4.
- 4.8 All students receive specialised Religious Studies education during Key Stage 3 with all students having the opportunity to undertake a GCSE in Religious Studies at Key Stage 4.
- 4.9 The curriculum will be delivered through an agreed curriculum model and timetable (see 'Curriculum Overview').

5 Implementation – Subject Level

- 5.1 Heads of Department (HoD)/Directors of Learning (DoL) will ensure clear curriculum plans are available and disseminated to all staff delivering their subject areas.
- 5.2 As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- 5.3 Curriculum plans should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- 5.4 Using National Curriculum and/or qualification specifications, each subject areas should identify and communicate subject Assessment Objectives (AO's) in each phase of education to assess, monitor and track student progress.
- 5.5 In addition to the formal subject curriculum, subjects will provide a range of extra- curricular and super-curricular opportunities for students to experience where available.



- 5.6 Curriculum plans will ensure differentiation to meet the needs of all students.
- 5.7 Subject setting decisions are devolved to identified HoDs/DoLs in each timetable block and should be arranged to ensure best delivery of their curriculum area.
- 5.8 Opportunities for teaching literacy (including Tier 2 and 3 vocabulary) and use of mathematics should be integral to all curriculum plans.
- 5.9 Opportunities to develop SMSC, PSHE and RSE education of students in should be included in curriculum planning wherever appropriate.
- 5.10 Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through the Monitoring, Evaluating and Review (MER) schedule.

6 Impact

- 6.1 The curriculum should make a significantly positive contribution to the Personal Development of all students.
- 6.2 The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment (See A&F Policy).
- 6.3 In Key Stage 3, progress in English, Maths and Science will be indicated using GL Assessment Progress Tests.
- 6.4 In Key Stage 3, performance in all subjects will be assessed using internally collected attainment data and Attitude to Learning data.
- 6.5 In non-core subjects, the impact of the Key Stage 3 will also be assessed using Key Stage 4 uptake data.
- 6.6 Fluency and comprehension in reading will be measured using NGRT Reading Age Tests.
- 6.7 Improvements in students' attitudes to learning will also be measured using GL Assessment PASS (Pupil Assessments towards Self and other Students) surveys.
- 6.8 In Key stage 4, attainment and progress in each subject will be measured by GCSE outcomes against external benchmarks where available.
- 6.9 The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.
- 6.10 The success of careers information, education and guidance will be indicated using post- 16 destination data.
- 6.11 The quality of curriculum leadership and management, as well as the quality of education provided by the curriculum will be measured via the published Monitoring, Evaluation and Review (MER) Schedule to inform school self-evaluation.