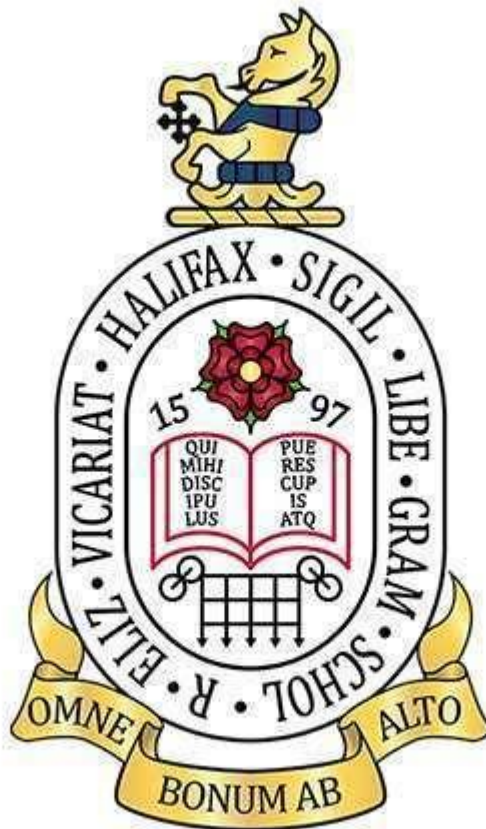


Curriculum policy

The Crossley Heath School



Approved by:

JONATHAN
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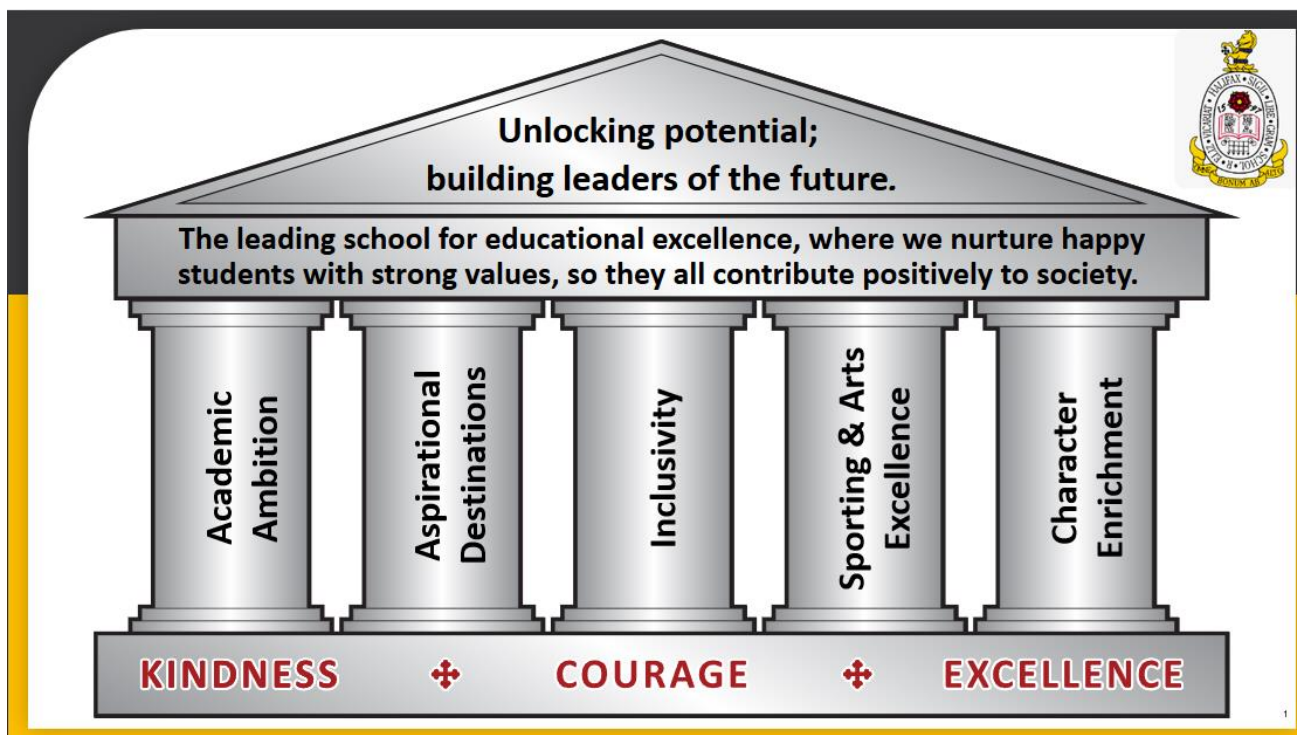
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Our vision

The Crossley Heath School’s curriculum policy has been written with the intent that it supports our vision to be **the leading school for educational excellence, where we nurture happy students with strong values so they all contribute positively to society.**

1. Curriculum aims



The **purpose** of our curriculum is to **unlock the potential of all of our students** and, through our school values of **Kindness, Courage and Excellence, to build the leaders of the future.**

Our curriculum supports the **high academic ambition** we have for all our students. It is broad and balanced and enables students to develop knowledge, skills and understanding across a range of academic fields, including mathematics, the sciences, languages, humanities, technology, sports and the arts. The curriculum is demanding and prioritises a strong academic core of subjects, such as those offered in the English Baccalaureate. Our curriculum ambition at Key Stage 3 requires all subjects to not simply cover the National Curriculum, yet to also go beyond this. Then at Key Stage 4 we have the ambition for students to study both an academically demanding Humanities subject and a language as standard.

Through its breadth, depth and culture of careers education our curriculum aims to support Crossley Heath students to reach **aspirational future destinations**. The curriculum is coherently planned and sequenced so that students gain cumulatively sufficient knowledge, understand complex concepts and acquire a range of skills, which they are then able to choose and apply in relevant situations. Students are also exposed to future career and education possibilities through subject, personal development and wider school curriculum experiences to nurture dreams of the brightest futures to pursue. Furthermore, the school's curriculum aims to instill in our students a love of learning and the **independent study habits** which will serve them throughout the rest of their lives. Developing students' independent learning skills and promoting resilience will ensure they are equipped to succeed in further/higher education and future employment.

We are a diverse school family, proud to actively promote and celebrate our heritage, identify and protected characteristics. We aim for our school curriculum to be as **inclusive** as possible and to break down all barriers to education. We understand that our students come from a range of backgrounds with differing experiences, and our curriculum seeks to ensure that every student benefits fully from the opportunity afforded by a grammar school education, equipping them with the knowledge and cultural capital they need to succeed in life. We ensure equal access to learning for all students, with high expectations for everyone and appropriate levels of challenge and support. Inclusivity should lead to excellent student wellbeing as our children thrive in a vibrant safe, healthy and happy school family.

We value **sports and arts excellence**, both visual arts and performing arts, immensely. We understand that in order to **build the leaders of the future** our curriculum must develop and promote strong character and high levels of wellbeing amongst our students. The opportunities for teamwork, collaboration and for collective as well as individual talents to shine provided by sports and the arts are vast. Both the timetabled curriculum and our extensive extra-curricular opportunities in these fields allow students to pursue their passions, relish competition and be happy.

In order to contribute positively to society **character enrichment** is crucial, aiming to demonstrate our school values of **kindness, courage and excellence**. The curriculum provides a host of opportunities to do this through both lessons, tutor time, extra-curricular experiences, school trips, student leadership culture and especially our House system. The Crossley Heath curriculum actively supports students' spiritual, moral, social and cultural development and we promote students' physical development and responsibility for their own health, enabling them to be active and engaged learners.

2. Our curriculum

Our over-arching goals for the curriculum are:

Academic Ambition

We provide rich opportunities for high quality learning which enable our students to enjoy and achieve whilst at the school and, through its design, the curriculum seeks to equip pupils with the intellectual, cultural, and emotional means for life beyond school. Lessons are taught by skilled and knowledgeable practitioners and departments are sufficiently resourced and supported to allow a rich learning experience to be provided to every pupil

The programme includes all the requirements of the National Curriculum and contains additional opportunities to engage pupils in the wider pursuit of scholarship. As such, our curriculum has a strong academic focus, suited to the abilities of our learners. Students' studies go broader and deeper in knowledge, skills and understanding to raise aspiration and challenge beyond the National Curriculum. For example, the school teaches three separate sciences at KS4 and offers additional mathematical content in to support the high numbers of pupils who wish to pursue science and mathematics at A-Level.

Aspirational Destinations

We want all of our students to be able to access the best destinations when they leave Crossley Heath. We recognise that will mean something different for each individual, whether it's study at a Russell Group university, a degree apprenticeship or a route into work. Our curriculum provides the necessary individual support to enable students to achieve this whilst also ensuring appropriate levels of challenge and pace ahead of transition to KS4, and appropriate extension and support ahead of transition to KS5 and beyond. We also offer the prestigious Crossley Brothers' Scholarship to two Y13 students in recognition of their achievements securing a top destination when they leave Crossley Heath.

Inclusivity

At Crossley Heath we recognise that effective curriculum delivery builds on the strong relationships we have with our students and must be adapted to suit the context of our students. At GCSE and A Level, the School offers a wide range of subjects and seeks to accommodate individual preferences and all pupils have access to similar learning opportunities and experiences.

Equally, we celebrate the diversity of our student body, through the taught curriculum where topics and texts have been carefully selected to inspire and engage our students, as well as through the assembly and Personal Development programme, and through extra-curricular activities and cultural celebrations.

Sporting & Arts Excellence

Crossley Heath has a proud sporting and artistic tradition. Our taught curriculum supports this through the availability of GCSEs and A levels, including the ability in Art to specialise in different creative fields such as textiles and photography, and a dedicated enrichment period in the sixth form timetable to support training and competition for school sports teams. The school enables students to learn and flourish musically both through the taught lessons and via music tuition available across a range of instruments. We are also an official ABRSM exam centre, meaning that as students develop musically they can gain accreditation through the school.

We see extra-curricular provision as key to achieving excellence and in recognition of staff's commitment to supporting extra-curricular activities the school offers an additional non-contact on teachers' timetables. As a result we see a wide range of different groups at different levels across sports and the arts.

Character Enrichment

Developing students who demonstrate strong character and who embody our school values is integral to the success of our curriculum. Assemblies, tutorial time, Personal Development lessons, student leadership and House activities and competitions are all key drivers of this, alongside the modeling of character students see in their day-to-day interaction at Crossley Heath.

Curriculum Planning

Given the highly able nature of our cohort, the CHS curriculum aims to deliver academic excellence and as such the curriculum is centered around subject-specific learning delivered by teams of specialists in departments.

Each subject in the taught curriculum from KS3-5 has a curriculum vision and a long term (5-7year) plan, setting out the journey which students will take through the curriculum. Each of the individual departments have designed units of work which build on prior knowledge to ensure learning takes place over time. Our schemes of work identify extra content that we choose to include in addition to the National Curriculum. We do this to support the development of scholarship and intellectual curiosity and to challenge our more able and aspiring intake.

Departments work collaboratively to agree the key knowledge, skills and understanding which they are seeking to develop in any given unit and this is summarised in a **Curriculum Ambition Plan (CAP)**, supported by detailed schemes of work. Each CAP sets out:

- Students' prior knowledge including **from Key Stage 2**
- The core knowledge (know that / know how) expected in that unit
- Where knowledge and skills are taught beyond the National Curriculum
- The threshold concepts which run through the unit
- Ambition for All questions which all students should be able to answer by the end of the unit
- The key subject-specific vocabulary for the unit
- Common misconceptions
- Connections to other subject curricula
- key pieces of assessment and homework

In order to support students and parents with their progress through the curriculum, each department produces a Learning Goals summary for each unit of work. These set out the key knowledge from the unit and can be used as a pre-reading, revision and self-assessment tool, as well as a route to going beyond the National Curriculum via super-curricular focus for students and parents in preparing for, and revising each topic. Each Learning Goals summary encompasses:

- Unit title
- What students need to know at the end of this unit (the Core Knowledge and/or ambition for all questions recorded on CAPs)
- The key terminology they need to know (with definitions if desired)
- Super-curricular routes to stretch learning further (books, research, visits, media)

Example: ([The Crossley Heath School - Biology](#))

In addition, each subject has a section on the school website containing:

- the subject's curriculum vision
- their curriculum learning sequence from Y7-13 as a roadmap or as a list/table
- a summary of the topics / units of work being covered in each term.

The school website also features revision and exam support pages for each subject at GCSE and A level.

An overview of our curriculum sequence across the whole school can be viewed here: [MEGA MAP.jpg](#)

3. Curriculum Organisation

The Key Stage 3 (Y7-9) Curriculum

Key Stage 3 encompasses a wide range of subjects giving them a broad experience of a number of fields of study.

All students have timetabled lessons in:

- English (Language and Literature)
- Mathematics
- Sciences (Biology, Chemistry and Physics)
- Computing
- Art
- Technology (Design Technology, Engineering and Food & Nutrition)
- Foreign Languages (French and German, or Chinese)
- Geography
- History
- Music
- Physical Education
- Religious Studies

Students also follow a programme of Personal Development through timetabled lessons and through the tutorial programme.

Our KS3 curriculum is demanding and not only do we deliver all aspects of the National Curriculum but we go beyond these requirements in every subject. Our schemes of work identify extra content that we choose to include in addition to the National Curriculum expectations to develop scholarship, intellectual curiosity and to challenge our able and aspirational intake.

The Key Stage 4 (Y10-11) Curriculum

At KS4 students follow a broad programme of rigorous academic GCSEs. Every student has timetabled lessons leading to GCSE qualifications in:

- English Language and English Literature
- Mathematics (many will also sit additional qualifications in Further Mathematics or Additional Maths on top of this)
- 3 separate GCSEs in Biology, Chemistry and Physics
- 4 option GCSEs including at least one Humanity (which we define as Geography, History and RS) and one Modern Foreign Language (from French, German or Chinese).

Curriculum provision at KS4 is further enriched by PE lessons for all and Personal Development lessons in Y10, and Personal Development days in Y11 Covering aspects of Health & Wellbeing, Living in the Wider World (incl. Citizenship and Careers Education) and Relationships ensuring our students are fully prepared for their next steps and cover all the statutory content by the end of their secondary education phase.

The KS4 elements of the National Curriculum for Computing are delivered through project work and an E-safety unit in Personal Development lessons and via planned curriculum activities as part of students' maths lessons.

The structure of the KS4 curriculum fulfills our high academic ambition for the curriculum by ensuring:

- students obtain a higher-than-average number of GCSEs (10+)
- all students gain qualifications in three separate sciences
- students benefit from the cognitive growth and social mobility provided through the study of a modern language- see [Opportunity for all? Which pupils are studying languages in England and why? | UCL IOE Blog](#)
- a high proportion of students achieve the Ebacc by taking a GCSE in a humanity

The Key Stage 5 (Y12-13) Curriculum

KS5 pupils follow an academic programme of three or four A Levels, plus a statutory course in Personal Development and study of Core Maths for students not taking Maths A Level. All KS5 pupils may choose to add the Extended Project Qualification to their programme of study.

In the sixth form we offer a range of academic A levels:

- Biology
- Chemistry
- Physics
- French
- German
- Maths
- Further Maths
- English Language
- English Literature
- Geography
- History
- Religious Studies
- Design Technology
- Computer Science
- PE
- Art and Design
- Photography
- Government and Politics
- Sociology
- Psychology
- Business
- Economics
- Music

In addition to their A level subjects, all students have a weekly Personal Development lesson where students continue to follow our spiral curriculum covering the themes of Health & Wellbeing, Living in the Wider World (incl. Careers Education) and Relationships. The focus of these lessons is to prepare students for independent living and support their plans for work and study after their time at Crossley Heath.

The study of mathematics beyond GCSE supports students wider learning and whilst many of our students choose to take A level Maths for those who don't, we structure our curriculum so that they can take the level 3 Core Maths qualification.

Further curriculum breadth is provided through the enrichment programme which enables students to participate in a broad range of activities covering varying aspects, from health and fitness, to work experience, leadership skills and community volunteering.

Students in Y13 are supported in their studies through the timetabling of study support sessions where they undertake independent study at least three times a week.

Timetabled hours per week	Year7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Mathematics	3	3	4	3	4	5	4.5
English (Lang and Lit)	4	4	3	4	4	5	4.5
Science	3	3					
Biology			2	2	2	5	4.5
Chemistry			2	2	2	5	4.5
Physics			2	2	2	5	4.5
Core PE	2	2	2	1	1		
Personal Development	1	1	1	1		1	1
Independent Study							3
Computer Science	1	1	1	2.5	2.5	5	4.5
French	2	2	1	2.5	2.5	5	4.5
German	2	2	1	2.5	2.5	5	4.5
Chinese MEP*	4	4	3	2.5	2.5		
History	1	2	1	2.5	2.5	5	4.5
Geography	2	1	1	2.5	2.5	5	4.5
Religious Studies	1	1	1	2.5	2.5	5	4.5
Physical Education				2.5	2.5	5	4.5
Music	1	1	1	2.5	2.5	5	4.5
Art and design	1	1	1	2.5	2.5	5	4.5
Technology	1	1	1			5	4.5
Design technology				2.5	2.5		
Engineering				2.5	2.5		
Food and nutrition				2.5	2.5		
Astronomy				2.5	2.5		
Business Studies				2.5	2.5	5	4.5
Further maths						5	4.5
Government and politics						5	4.5
Psychology						5	4.5
Sociology						5	4.5
Economics						5	4.5
Core Maths						2	

Compulsory course

Optional course

* MEP students do Chinese instead of French and German

Relationships and Sex Education (RSE)

RSE is taught within the Personal Development education curriculum. It is a spiral curriculum delivered across years 7-13 in the form of Personal Development lessons in years 7-10 and Sixth Form as well as through the tutorial programme for all year groups. In year 11 we deliver additional content via drop down days which provide opportunities to enhance the curriculum with guest presentations and themed workshops. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by visiting trained health professionals. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- o Families
- o Respectful relationships, including friendships
- o Online and media
- o Being safe
- o Intimate and sexual relationships, including sexual 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. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Facts are presented in an objective and balanced way, with students being encouraged to consider their personal attitudes and values. Spiritual, moral, social and cultural development is woven into the school's curriculum. It forms part of the lessons taught across subjects but is more expressly delivered through Personal Development lessons and the tutorial programme including via assemblies.

British Values

The school's curriculum supports the development of British Values through topics covered in Personal Development lessons as well as work delivered subject lessons. Furthermore, the tutorial programme, supported by themed assemblies enhance students' understanding and appreciation of British Values. Regular use is made of 'Votes for Schools' which enables young people to engage in debate and express their views on a range of topics, many of which are linked to British Values.

Careers

The Crossley Heath School is committed to providing all students in years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. Our careers programme begins on entry and supports students throughout their time at school.

The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance (2025). Careers education is not only delivered via our Personal Development programme but is also embedded into subject curricula who will link learning in lessons to careers.

We ensure pupils receive independent advice and have access to a wide range of local employers, further and higher education providers, and industry insights from former students and parents. Throughout their time in school all of our students have meaningful encounters with employers and work experience related activities. In years 10 and 12 students participate in a week-long work experience placement. This ensures our pupils are well placed to progress at each stage in their education, and that they can make informed and ambitious decisions about their futures.

The school holds the Quality in Careers Award which is valid for three years and demonstrates an ongoing commitment to providing a comprehensive CEIAG programme for students.

Extra-curricular enrichment

Enrichment opportunities are meaningful and carefully planned to support and enhance the core offer. Enrichment is woven into our curriculum, implicitly, through the content and sequencing of our schemes of work, and, explicitly, through the timetabled non-examined courses which form part of our universal provision to pupils.

Our programme supports students in the next steps of their education by giving them meaningful exposure to new subjects and experiences. All pupils are encouraged to participate in the wider extra-curricular offer, regardless of their academic programme or background.

Our House system provides an effective vehicle through which much of our extra-curricular offer can be delivered and well-established events such as inter-house sports, music and drama competitions complement other our extensive whole-school sports programme and the Duke of Edinburgh's Award scheme. We have a broad and diverse range of clubs, some of which are student-led, to encourage the students' participation across a wide range of school-based and local community pursuits.

The school has a comprehensive student leadership scheme with participation from students across all year groups. Our student leaders are involved in many of the key aspects of running the school, including support

at school events, input into teacher recruitment via student panels and providing feedback on teaching and learning.

The school is proud to offer an extensive range of trips and visits, both local, national and international and we work hard to ensure that these trips are as accessible as possible using Pupil Premium, bursary and other funds to support access to these opportunities.

Super-curricular enrichment

We encourage all students to take part in super-curricular activities at Key Stage 5. These include the EPQ qualification, debating society, MEDSOC and LawSOC. We have fortnightly speakers from a range of disciplines in our Be Inspired Alumni talks (both careers and academic). We provide support for university entrance exams such as UCAT and TMUA, and all students get bespoke mock interview practice including afternoons focused on Medicine Mini Mock Interviews and Degree Apprenticeship Assessment centres. All our Key Stage 5 students are expected to mentor younger students in one subject. All our Key stage 5 students have access to the MySupercurricular platform, where they are expected to work through Virtual Work Experience activities, Massive Open Online courses, books for wider reading and podcasts of interest. Some of our departments visit universities such as Chemistry to Lancaster university.

Reading and Oracy

Reading is central to every aspect of learning at The Crossley Heath School and is developed by all teachers in every department and lesson and in many other ways throughout the school and through the wider curriculum. We have a multi-faceted approach to the development of reading across the curriculum which is tailored to the needs of our students. You can see our reading curriculum here: [Reading Curriculum.docx](#)

Our vision is:

- to encourage both academic reading and reading for pleasure.
- to improve pupils' word depth knowledge through explicit teaching of disciplinary vocabulary
- to ensure pupils are prepared with the skills required for their chosen programmes of study, enabling them to achieve and progress to the next stage of education.

Development of students' oracy is principally facilitated through planned activities delivered in timetabled lessons. Each subject provides a range of opportunities for students to develop their oracy in lessons and this [Oracy curriculum](#) has been mapped by the school.

4. Inclusion

At Crossley Heath teachers set high expectations for all of our students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able students
- students from disadvantaged backgrounds
- students with SEND

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving their potential.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report links at the end of this policy.

The vast majority of students will participate fully in the broad and balanced school curriculum offered at Crossley Heath. In keeping with high aspirations for all students, we encourage our SEND students to access a full curriculum. However, for some SEND students, it may be appropriate to have an adapted curriculum to enable them to work towards specific student-centered outcomes and ensure that they are prepared appropriately for adulthood. An example of such an adaptation is a reduced curriculum that can allow for the introduction of additional specialist support to help the student to achieve their personalised outcomes and to prepare them most effectively for their next steps. Students with an adapted curriculum are supported by the Learning Support Department, academic tutors and, where needed, are supported to access the curriculum through the introduction of additional adult support, both inside and outside of the classroom.

At Crossley Heath we believe that all students should receive the support they need to achieve their potential irrespective of their background or circumstances. We seek to ensure that all learners follow a rigorous academic curriculum and reach high levels of attainment, alongside receiving the most supportive pastoral care we can offer to ensure our students are happy and achieve their potential. We are also committed to ensuring that all students are able to fully access our rich extra-curricular provision which will benefit their academic understanding and develop their character and values, so that they can develop into the leaders of the future.

Therefore, we have developed our Crossley Heath **Pupil Premium Promises**, a series of commitments by the school which set out how we support those students in receipt of Pupil Premium, including support for trips, instrumental lessons and with key resources. Full details of the Pupil Premium Promises are published on our website.

5. Monitoring arrangements

The Trust board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Reports and presentations to the Achievement & Welfare Committee
- Student focus groups
- The headteacher’s report
- School visits

Subject leaders monitor the way their subject is taught throughout the school by:

- learning walks
- lesson visits
- work scrutinies
- student surveys
- student focus groups

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the Director of Education and the Trust board. At every review, the policy will be shared with the full Trust board.

6. Roles and responsibilities

6.1 The Trust board

The Trust board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Trust board will also make sure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- › All courses that the school provides for pupils below the age of 19 and that lead to qualifications, such as GCSEs and A-levels, have been approved by the secretary of state
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Trust board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Trust board is advised on whole-school targets, in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

6.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Associate Head, Director of Education will take a lead role in many aspects of curriculum development and implementation, and may, under the supervision of the headteacher, undertake some of the responsibilities listed in 6.2 above.

The Deputy and Assistant Heads (Director of Sixth Form, Director of Teaching & Learning and Director of Pastoral & Behaviour) will also have responsibilities for curriculum design and implementation, particularly through their work in line managing departments.

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](#).

This policy complies with our funding agreement and articles of association.

Links with other policies

This policy links to the following policies and procedures:

- › Assessment policy
- › Staff handbook
- › [Exams Policy](#)
- › [SEND Policy](#) and [SEND Information Report](#)
- › [Equality Policy and Procedure](#)
- › [Careers Policy](#)
- › [Collective Worship Policy](#)
- › [Inclusion and Equalities Policy](#)
- › [Pupil Premium](#) strategy
- › [Relationships and Sex Education Policy](#)
- › [Social, Emotional and Mental Health \(SEMH\)](#)