

TEIGN SCHOOL

CURRICULUM STATEMENT 2025/26

	This policy was recommended by SLT on:	13 October 2025
	This policy was adopted by the Governing Body on:	23 October 2025
	Policy review date:	June 2026
	Monitoring review date:	June 2026
	Reviewing Committee:	SLT

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Teign School Curriculum Statement 2025-26

This statement sits within and alongside the ESW Curriculum and Assessment Policy found here <https://www.educationsouthwest.org.uk/policies/>

Curriculum Intent

1. We recognise that the curriculum offered at Teign encompasses all the activities that take place. Students learn through the range of experiences we provide. We seek to ensure that individual strengths can be nurtured and at the same time we strive to provide a broad and balanced curriculum. We promote the spiritual, moral, cultural, mental, social and physical development of our students. Underpinning the curriculum are the school's aims which centre on preparation for adult life in a changing world, seeking to promote independent and life-long learning skills and the UN Convention on the Rights of the Child (UNCRC) with a particular focus on:
 - **Article 28** (right to education) Every child has the right to an education.
 - **Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents or carers, their own and other cultures, and the environment.
 - **Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
2. The activities which comprise Teign School's curriculum are available to all. They are relevant to all and are aimed at adding value to an individual's life experiences and achievements. The curriculum:
 - is based on active participation and deeper thinking
 - considers the sequence of content and provides the knowledge needed for subsequent learning/transferable knowledge
 - builds for a deeper understanding and the capacity for skills performance.
 - The Teign curriculum sits within the ESW Common Curriculum, which is designed by leading subject experts in the Trust to ensure a cohesive, coherent and challenging education to all of our students. It:
 - provides the knowledge and skills children need to access a high quality education, both academic and technical;
 - is defined clearly through rigorous schemes of work, lesson plans and resources

- includes assessment of both relevant prior learning and learning achieved by studying the curriculum;
- provides training, both in the substantive subject knowledge taught by the curriculum, and also in the effective use of the resources provided.

3. **What is progress?**

Learning is defined as: '*an alteration in the long-term memory*' If nothing has altered in the long-term memory then nothing has changed. Progress means knowing more and remembering more.

Our curriculum is designed to support progress over time, at a rate that is appropriate to the age of the child and prepares all children for public examinations as well as the life and work ahead of them.

4. **Implementation**

i) **Curriculum time**

We broadly follow the national curriculum at Key Stage 3 and 4 with a timetable comprising 50 hours per fortnight of taught time.

ii) **Key Stage 3**

The lessons taught are English, Maths, Science, Technology, History, Geography, IT, French or Spanish, Religion, Philosophy and Ethics, PE, Music, Drama, Art and PSHE

Through the PSHE curriculum, enrichment activities and tutorial sessions we provide careers education, work-related learning, Relationships and Sex Education (RSE), Citizenship

iii) **Key Stage 4**

Students study the core subjects English, Maths, Science, PE and RPE. Alongside this, students follow statutory (core) PE lessons. The range of GCSE subjects offered is broad and students make supported choices during Year 9 to enable readiness to learn at GCSE/Level 2 from the start of Year 10. The option subjects offered are GCSEs in Design and Technology, PE, Computer Science, Art, Photography, Drama, History, Geography, French and Spanish. There are Cambridge National qualifications in PE and BTEC qualifications in Music and Hospitality and Catering. We offer a City and Guilds Level 2 qualification in Land Based Science. Option choices change annually and full details can be obtained from the Senior Leadership Team.

iv) **Post 16**

The school offers a number of Advanced Level courses and vocational courses together. The students also participate in a wide range of enrichment activities and a coherent Life Skills Programme.

5. Impact

Impact of our curriculum is measured through:

- how our students can talk about their learning
- the outcomes they achieve
- the destinations and pathways they pursue
- rigorous assessment.

6. Curriculum Complaints

The school is committed to working alongside parents in the education of their children. Where concerns arise, we seek to resolve them as quickly and efficiently as possible. Parents may wish to contact the school informally to discuss their concerns this is best done using the staff and contact pages on the school website

October 2025