

Curriculum Statement 2025-26



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Approved:

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1. Aims

Our curriculum builds upon the concept of '**Belong. Believe. Become**' and embodies our mission statement: **Together We Grow, Together We Achieve**. As a school we believe in nurturing the talents of each individual (staff and student) so that they can fulfil their intellectual, creative, physical and emotional capabilities.

Coombeshead Academy has designed an ambitious, broad and balanced, academic curriculum which will give all learners, especially those with SEND and from disadvantaged backgrounds, access to the deepest learning experience. We believe in equality of opportunity and that all pupils have access to a challenging curriculum. Our curriculum has been planned and sequenced towards distinct end points which lead to an accumulation of deep knowledge and broad skills in each discipline.

Inspirational specialist teaching in each subject challenges each student to learn powerful knowledge, engage with the subject and teacher and make progress towards excellent outcomes. The very best teaching will unlock the cultural capital of each subject for every student by using a blend of classic academic content combined with a focus on the present and the future. All students, irrespective of background or need, will have access to the widest curriculum experiences.

The curriculum is the progression model. The effective implementation of the curriculum means that students will know more, can remember more and can do more regardless of their starting points.

Students are central to their own learning as reflective and self-motivated individuals. They will become highly equipped in the process of self-reflection in order to evaluate their own learning and therefore become truly 'lifelong learners'.

We expect students to attend every day, engage actively with the learning, support their peers to learn and maximise their opportunities. The highest expectations and standards across the school coupled with care, guidance and support enables all students to both access the curriculum but also thrive within it.

Students are expected to work hard both during the school day and beyond when at home. Effective and collaborative relationships, in which all young people feel valued and respected, within a culture of high expectations and standards means that attitudes to learning are positive. The safe environment enables all learners to explore challenging concepts, accepting and learning from failure in order to improve and succeed.

The school is a champion of creativity where the arts, sport and technology play a pivotal role in the socio-economic success of the wider community. The broad and balanced curriculum means that students do not specialise too early, experiencing the full cultural capital of the National Curriculum until the end of Year 9 but also recognises that in our community, choice is vital in the long-term engagement and success of each student.

We want our learners to be creative risk takers and innovators. They will become leaders and team players as well as confident individuals who set themselves challenging professional and personal goals.

Coombeshead Academy is built upon the foundations of community. The school is a collaboration between students, staff, parents / careers and wider community of Newton Abbot and South Devon. The curriculum sits at the heart of the vision of Education South West where all schools in the trust are working towards the goal of advancing the life chances of every student.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. We review our curriculum periodically to ensure that our planning matches and often exceeds the demands and cultural capital laid down out the National Curriculum.

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 Governance Handbook.

3. Roles and responsibilities

3.1 The Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Local Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements (see Appendix A)
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, BTECs and A-levels, are 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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 students will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Body (see appendix A – curriculum model)
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum in line with the intent statement
- The Local Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The Head teacher will have responsibility for curriculum
- The Headteacher is responsible for ensuring that the all curriculum teams have appropriate subject schemes of learning in place, reflecting the aims of the aims of the school and indicate how the needs of individual students will be met
- Curriculum Team Leaders are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

4. Curriculum Organisation

4.1 Key Stage 3

- Students at Key Stage 3 study the full National Curriculum from Years 7 to 9.

4.2 Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Combined Science, PE and Life Skills / RPE. They are also expected to study either History or Geography.
- Approximately 25% of each cohort study the full EBACC taking a Humanities subject and a Language (French or Spanish)
- Students can then choose from a range of option subjects to enhance and supplement their curriculum breadth. Students studying the full EBACC have two free options. The 75% who do not study the full EBACC have three free options
- Most students will gain at least 9 qualifications at GCSE, BTEC or NCFE level. On rare occasions some students will study fewer and will be given support through our Study Support programme, which supports those students in KS4 who have identified SEND needs.

4.3 Key Stage 5

- All students are expected to study 3 A Level or Level 3 courses during Year 12 and 13
- Each student receives 9 hours of taught curriculum time across two weeks plus additional study outside of lessons.
- All students are offered the opportunity to complete an EPQ and work experience, as well as volunteering in order to 'grow your whole self'
- All students also complete the 6th Form Enrichment programme which provides a range of extra-curricular opportunities.

4.4 Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS4 students study RE as part of the Life Skills / Religion, Philosophy and Ethics programme. KS5 RE is studied as part of Personal Development and Life Skills time as well as through drop down time.
- Parents do have the statutory right to withdraw their children from Religious Education. Please see the RSE Policy 2021.

4.5 Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the Life Skills curriculum and Science programmes at all key stages
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

4.6 Citizenship

- Citizenship is mapped and embedded across 3 main areas – History, Religion, Philosophy and Ethics and Life Skills.
- Citizenship is enriched by other subjects against the KS3 and 4 National Curriculum - see mapping exercise.

4.7 Careers Guidance

- Careers education, information, advice and guidance is provided through the Life Skills programme to all students.
- Careers education is also mapped across all subjects.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education including meaningful engagement with employers.

4.8 British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values politeness, tolerance and respect (see British Values Statement under the curriculum section of the website).
- These values are modelled through the very structures of the school in terms of our behaviour policy, student leadership and student voice as well as embedded in our value of community and through adherence to the Coombeshead Way where we refer to 'being nice' to each other every day.

4.9 Safeguarding

- The school teaches students through the curriculum, as part of Life Skills, and through assemblies how to keep themselves safe within school and in the wider world.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)
- Teachers adapt and plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving. Scaffolding techniques are used to ensure that all students meet the learning outcomes.

6. Curriculum Documentation

The following documentation is published each year:

- The curriculum policy and model
- Curriculum Maps – internal and website versions

7. Monitoring arrangements

Governors monitor coverage of subjects and compliance with other statutory requirements through:

- Meetings of the Local Governing Body
- Governor engagement day in which they meet with staff and students, and observe the school in action
- Link visits to key priority areas covering specific areas of the School Improvement Plan

Senior and middle leaders monitor the way their subject is taught throughout the school by:

- Drop ins
- Learning Walks
- Book monitoring
- Student voice exercises
- Curriculum Reviews
- Raising Standards Meetings

8. Links with other policies

This policy links to the following policies and procedures:

- ESW Curriculum, Teaching and Assessment Policy
- Principles and Features of the Curriculum
- ESW Pedagogical Principles in Practice
- Examination Policy Statement
- Non-examination Assessment Policy
- Relationships and Sexual Health Policy
- Careers Policy

Appendix A: Curriculum Model

Key Stage 3 Curriculum 2025-26

Year 7 and 8 (lessons over 2 weeks)	Year 9 (lessons over 2 weeks)
<ul style="list-style-type: none"> • English (7) • Maths (7) • Science (7) • History (3) • Geography (3) • Modern Foreign Languages (5) • Computer Science (2) • Physical Education (4) • Religion Philosophy and Ethics (2) • Life Skills - PSHE/RSE/Careers (2) • Art (2) • Drama (2) • Music (2) <p>Taught in rotation (2):</p> <ul style="list-style-type: none"> • 3D Design Technology • Food and Nutrition <p>Guided Communications – additional literacy and numeracy</p>	<ul style="list-style-type: none"> • English (7) • Maths (7) • Science (8) • History (3) • Geography (3) • Modern Foreign Languages (4) • Computer Science (2) • Physical Education (4) • Religion Philosophy and Ethics (2) • Life Skills - PSHE/RSE/Careers (2) • Art (2) • Drama (2) • Music (2) • Taught in rotation (2): • 3D Design Technology • Food and Nutrition <p>Guided Communications – additional literacy and numeracy</p>

Key Stage 4 Curriculum

Students at KS4 continue to follow a broad curriculum with the full EBACC deemed to be the correct pathway for the majority of learners. In September 2023 – 60% of Year 10 followed the full EBACC. This model will continue in September 2024

Key Stage 4 Curriculum from September 2025 (lessons over 2 weeks)
<p>Core:</p> <ul style="list-style-type: none"> • GCSE English Language and English Literature (8) • GCSE Maths (8) • GCSE Combined Science- trilogy (9) • GCSE History OR GCSE Geography (5) • PE (4) • Life Skills/Religion, Philosophy and Ethics (1) <p>3 Options (5 lessons each):</p> <p>Guided MFL to ensure EBACC uptake for approx. 60% of the cohort.</p> <ul style="list-style-type: none"> • GCSE Spanish • GCSE French <p>Free options:</p> <ul style="list-style-type: none"> • GCSE Triple Science • GCSE History • GCSE Geography • GCSE Religious Studies • GCSE Drama • BTEC Dance • GCSE and BTEC Music • GCSE Art

- GCSE Photography
- GCSE Textiles
- GCSE 3D Design Technology
- GCSE PE
- BTEC Sport
- BTEC Business
- GCSE Computer Science
- GCSE Food and Nutrition
- BTEC Child Development
- Guided Communications – additional literacy and numeracy / Princes Trust

NB. Options subjects are not confirmed until Spring 2024 to reflect options numbers and staffing implications

Key Stage 5 Curriculum

The curriculum in 'The Sixth Form' is constructed from a broad range of A Levels and Level 3 BTEC courses.

All students are expected to study 3 A Level or Level 3 courses during Year 12 and 13 from the following options. Each student receives 9 hours of taught curriculum time over the two weeks plus additional study outside of lessons. All students are offered the opportunity to complete an EPQ and work experience, as well as volunteering in order to 'grow your whole self'. Courses offered depend on student numbers and are not confirmed until Spring 2026.

Key Stage 5 Curriculum 2025-26

A Levels

- English Language and Literature
- Maths
- Core Maths
- Further Maths
- Biology
- Physics
- Chemistry
- History
- Geography
- Art/Textiles
- Photography
- Digital Illustration
- Psychology
- Sociology
- Music
- Business Studies

Level 3

- Computing (Single)
- Food and Nutrition (Single)
- Sport (Single / Double)
- Performing Arts (Double/Single)
- Health and Social Care (Single)

- Criminology (Single)
- Music (Single)

Level 2 / GCSE (Resit)

- English
- Maths

Study Programme Compliance:

- 3 A Levels / Vocational
- A variety of non-qualification activity e.g. mentoring, volunteering, Young Enterprise, DofE
- PSHE
- Work related learning – all students complete a work experience placement and participate in a university and/or apprenticeship readiness programme
- Extended Project Qualification or Core Mathematics – optional but available to all
- Students without Grade 4 or above in English and Mathematics are expected to continue studying these subjects