

Curriculum Policy

Name of School	The Toynbee School
Date of Policy Issue/Review	Issue: November 2023 Review: November 2025
Name of Responsible Manager/Headteacher	Deputy Headteacher
Governors' Sub-Committee	Teaching and Learning

1.0 Overview

The curriculum is everything that is planned and encouraged within a school to develop the intellectual, creative, social and physical potential of the pupils. It is important that the aims of the school are reflected throughout the curriculum and the objective is that the gap between the received curriculum (what is learnt) and the intended curriculum (what we aim to teach) is as small as possible.

In a traditional sense, the curriculum is the intended curriculum and, therefore, what pupils will learn on a day-to-day basis. The Toynbee Curriculum should meet the requirements of the National Curriculum, but should extend beyond this to offer pupils an experience that is inspiring and aspirational. We want pupils to leave school with the knowledge, skills, understanding, and qualifications necessary to be successful in the next stage of their lives.

The purpose of this policy is to outline Toynbee's approach to the curriculum. The word curriculum is an umbrella word that encompasses several different strands within the school. The various strands include the specific content and skills for each subject, the teaching of the content and skills for each subject, the assessment of the content and skills for each subject, and the outcomes for each subject. The intention of this policy is to bring together these different strands into one cohesive document that outlines Toynbee's approach to the 'curriculum'.

The various strands of the curriculum can best be outlined by focusing on three key areas, and each will be addressed further in the policy:

Intent of the Curriculum

The intent of the curriculum is how the school and subjects have set out their approach to the building and construction of its curriculum, and what outcome they hope to achieve

with it. It is the 'what' of the curriculum: the content and skills that will be taught from Years 7 to 11. More importantly, it is the 'why' of the curriculum: the rationale about the selection of the content and skills, the design of its structure, and the reasoning behind its sequencing.

Implementation of the Curriculum

The implementation of the curriculum is how the school and subjects have set out their approach to the teaching of the content and skills curriculum. It is the 'how' of the curriculum: how do we approach teaching of the curriculum at a school and subject level to ensure consistency in the delivery of the curriculum.

Impact of the Curriculum

The impact of the curriculum is the outcome of the teaching of our curriculums. It will include how the school and subjects approach the assessment of the curriculum. It will also include the outcomes of the curriculum in terms of results, and whether the intent of the curriculum has been realised.

2.0 Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

3.0 Roles and Responsibilities

3.1 The Governing Body

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

3.2 The governing board will also ensure that:

- 3.2.1 Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- 3.2.2 All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- 3.2.3 The school implements the relevant statutory assessment arrangements.
- 3.2.4 It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

3.3 The Headteacher

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

3.3.1 Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.

3.3.2 They manage requests to withdraw children from curriculum subjects, where appropriate.

3.3.3 The school's procedures for assessment meet all legal requirements.

3.4 Senior Leadership Team

3.4.1 The Deputy Headteacher with responsibility for the Curriculum is responsible for the implementation of the policy.

3.4.2 The Senior Leadership team is responsible for managing departments for the implementation of the policy.

4.0 Intent of the Curriculum

4.1 The aim in this policy is to bring a consistent approach to how the school and subjects approach the construction of the curriculum. To do this the school will build its curriculum around eight core principles that, in turn, can be put into practice by subjects. By basing our curriculum around a core set of principles, we allow subjects the flexibility to design and construct their curriculums around their own specific, and often very individual, needs and characteristics. This can be done whilst maintaining a whole-school approach that is consistent between subjects.

4.2 The core principles that the 'Toynbee Curriculum' will be based on are:

4.2.1 Principle 1: The curriculum will be based on the vision that all pupils have the ability to succeed at the highest levels.

The aim is that all pupils will have the opportunity to learn the content and skills put together irrespective of their ability or background. The curriculum is what we want pupils to learn, and every pupil should have the opportunity to be successful in learning it.

4.2.2 Principle 2: The curriculum will be a narrative that is carefully sequenced and is a continuum from year-to-year.

The curriculum should tell the story of a subject and be carefully planned and sequenced to get pupils from Year 7 to 11, and to be successful at it. The content should be carefully selected and ordered, and this should be able to be explained.

4.2.3 Principle 3: The curriculum will be knowledge-led, and the knowledge expected to be learnt will be explicitly identified.

The curriculum will place the learning of knowledge and content at the forefront. Pupils need to learn the content and knowledge and have an understanding of it, to be successful in a subject. The content and knowledge that must be learnt must be made explicitly clear to pupils.

4.2.4 Principle 4: The explicit knowledge identified will be set out in knowledge maps.

The content and knowledge identified by subjects will be set out in knowledge maps. A knowledge map is to be an A4 document that outlines the key knowledge for a topic. The knowledge map will often be the 'surface' content of a topic that will later be explored in 'depth' in lessons.

4.2.5 Principle 5: The curriculum will have the skills required to be successful interweaved throughout.

The learning of subject-specific skills is essential to a pupil's success in a subject. These skills will be purposefully mapped out over the curriculum so that pupils become familiar and grow in confidence in applying them.

4.2.6 Principle 6: The curriculum within subjects will have no variation; every child will have access to the same curriculum as their peers.

If the content and knowledge within a subject has been carefully identified and sequenced, there should be consistency in how this is delivered to pupils. The creation of shared resources is very much encouraged here so that teachers deliver the agreed curriculum.

4.2.7 Principle 7: Everything in the curriculum is important and is expected to be learnt; nothing is disposable.

If the content and knowledge has been carefully identified and selected, and by nature, some content and knowledge excluded from the curriculum, then it should be learnt. Each topic of scheme of learning should be included for a reason.

4.2.8 Principle 8: The curriculum will be assessed in a consistent way within departments.

There is to be consistency in how departments assess the curriculum, both content and skills. This allows for comparison and judgements to be made about performance.

4.3 The creation of subject curriculums that uphold these principles will follow a set process that encourages teachers within departments to work collaboratively. At Toynbee we intend to follow a five-phase process where the design and construction of the curriculum is driven at department level rather than at senior leadership level. Whilst the Deputy Headteacher with responsibility for the curriculum will have an oversight of the whole-process and will initiate each phase, the review, design and construction of any curriculum for a subject should be held at department level.

4.4 What also must be understood is that the five-phase process can be applied at different levels of the curriculum. It can be applied at a whole-subject curriculum level where the whole curriculum for the full five-years is reviewed, designed and then constructed. However, it can also be applied at a topic or scheme of learning level, where a particular topic is reviewed, designed and then constructed.

4.5 The five phases of the Toynbee Curriculum are:

1.5.1 Phase 1: Curriculum Review

This phase is where departments review the curriculum at a whole-subject level, a year-group level, or a specific topic level. The review considers the content, the identified knowledge, the skills developed, the selection of reading to support the subject, and the assessment of the subject.

4.5.2 Phase 2: Curriculum Design

The phase focuses on the design of the curriculum at a whole-subject level, a year-group level, or a specific topic level. The design considers the content selected, the knowledge required to be learnt, the selection of subject-specific skills, the selection of specific reading, and how the content and skills will be assessed.

4.5.3 Phase 3: Curriculum Construction

The phase focuses taking the theoretical curriculum designed in phase one and two, and makes it into a practical and workable curriculum to be taught. There is a clear process for how topics or schemes of learning are to be constructed.

4.5.4 Phase 4: Department Deep Dives

This phase focuses on quality assuring the curriculum. Departments will take part in 'Deep Dives' into their subjects to explain the intent behind their curriculum, the construction and sequencing of it, and to observe its implementation. The intention is for these 'Deep Dives' to be a constructive dialogue between SLT, Heads of Department, and teachers to identify areas of strength in the curriculum, areas for development, and how closely the curriculum follows the principles of the Toynbee Curriculum.

4.5.5 Phase 5: Further Construction

This phase will follow the Department Deep Dives as departments refine their curriculums and schemes of learning.

4.6 The five -phase process should be viewed as a continual process where departments will continue to develop their curriculums. It should be seen as a cyclical process where departments are required to regularly review, design, and construct areas of their curriculum.

4.7 Whilst each phase will be introduced at a whole-school level, much of the development will be driven through at subject level. Each department is to dedicate department meeting time to focusing on the curriculum, so that they can focus on how to implement it specifically for their subject. This means that departments will have the freedom and flexibility to develop their curriculums in a way that is best suited to their specific characteristics, but at the same time the school is developing a consistent approach to how the curriculum is structured.

5.0 The Implementation of the Curriculum

5.1 The aim in this policy is to bring a consistent approach to how the school and subjects approach the implementation of the curriculum. To be clear, by implementation of the curriculum, at Toynbee we consider this to be the teaching of the curriculum.

5.2 To do this the school will implement a whole-school teaching strategy based on six core principles that, in turn, can be put into practice by subjects. By basing our teaching around a core set of principles, we allow subjects the flexibility to develop their teaching around their own specific, and often very individual, needs and characteristics. This can be done whilst maintaining a whole-school approach that is consistent between subjects.

5.3 The core principles that the whole-school strategy to teaching will be based on are:

5.3.1 Principle 1: Positive Relationships

This principle focuses on creating the right environment for learning with the emphasis on how to develop positive relationships with pupils. It focuses on the establishment of routines, how to manage behaviour effectively, and how to frame conversations in a positive way.

5.3.2 Principle 2: High Expectations

This principle focuses on creating a culture where high standards of learning are expected, and pupils are expected to achieve their potential. It focuses on techniques in writing effective learning objectives, developing a culture where all are expected to contribute, and developing an environment in which pupils are accountable for the work they complete.

5.3.3 Principle 3: Explanations

This principle focuses on developing teachers' explanations, so they are delivered with absolute clarity. This principle is often an area overlooked by teachers when planning yet is one of the most crucial in pupils acquiring new skills and knowledge.

5.3.4 Principle 4: Modelling

This principle focuses on the development of how we model how we want our pupils to use their knowledge and skills. This is another area that is often overlooked by teachers in their planning but is crucial in pupils understanding of what is expected

to be done in a task, an assessment, or simply, how to use the knowledge and skills they have learnt.

5.3.5 Principle 5: Questioning and Feedback

This principle focuses on the skill of being able to deepen pupils' understanding of a subject through deliberate and effective questioning. This combined with the concept of how we feedback to pupils makes this an important and powerful tool for both developing understanding, but also in assessing what pupils have learnt.

5.3.6 Principle 6: Deliberate Practice

This principle focuses on the need to give pupils opportunities to practice what they have been taught. These opportunities need to be well-planned, extensive, and very specifically focused on practising the element that was taught.

- 5.4 The Assistant Headteacher with responsibility for Teaching and Learning will lead the development of the strategy for teaching at Toynbee and in creating a whole-school ethos for teaching. This strategy will be implemented through training of teachers in the research and evidence behind each principle, but also in developing strategies that can be utilised in the classroom.
- 5.5 Every half-term will see a focus on a particular strategy and how to develop it. Initially, this will be led through whole-school staff meetings where the principle, the research that supports it, and the introduction of techniques to implement.
- 5.6 These techniques will be further developed through weekly Teaching Forums where staff will be presented with a short presentation on an individual technique.
- 5.7 Whilst each strategy will be introduced at a whole-school level, much of the development will be driven through at subject level. Each department is to dedicate department meeting time to focusing on the principle and the techniques that support it, so that they can focus on how to implement it specifically for their subject. This means that departments will have the freedom and flexibility to develop their teaching in a way that is best suited to their specific characteristics, but at the same time the school is developing a consistent approach to teaching and learning.

6.0 Impact of the Curriculum

- 6.1 The aim in this policy is to bring a consistent approach to how the school and subjects approach the assessment of the curriculum. To do this the school will build its assessment around core assessment principles that, in turn, can be put into practice by subjects. By basing our assessment around a core set of principles, we allow subjects the flexibility to design and construct their assessments around their own specific, and often very individual, needs and characteristics. This can be done whilst maintaining a whole-school approach that is consistent between subjects.
- 6.2 The core principles that the whole-school strategy to assessment will be based on are:

- 6.2.1 Principle 1: The primary aim of assessment is to determine whether the content of the curriculum has been learnt by pupils, and to what extent they can apply that content.
- 6.2.3 Principle 2: The Toynbee Curriculum will be assessed through a combination of formative and summative assessments.
- 6.2.3 Principle 3: The outcome of any assessment will help determine any future planning.
- 6.2.4 Principle 4: The content of the curriculum will be assessed separately from the application of the content.
- 6.2.5 Principle 5: The content of the curriculum will be assessed through knowledge recall assessments.
- 6.2.6 Principle 6: The application of knowledge will be assessed through questions that are mapped through a department skills curriculum.
- 6.2.7 Principle 7: Summative assessments will be standardised across the department. Summative assessments will consist of formal content assessments, and formal application of knowledge assessments.
- 6.2.8 Principle 8: Formative assessment will be the responsibility of the class teacher, and will be non-standardised assessments of content and application of content.
- 6.2.9 Principle 9: GCSE exam questions taken directly from GCSE exam papers will not be used to assess the Key Stage 3 curriculum.
- 6.2.10 Principle 10: GCSE grades will only be shared with pupils if they complete a full GCSE paper.
- 6.3 The Deputy Headteacher with responsibility for the Curriculum will lead the development of the strategy for assessment at Toynbee and in creating a whole-school ethos for assessment. This strategy will be implemented through training of teachers in the research and evidence behind each principle, but also in developing strategies that can be utilised in the classroom.
- 6.4 The aim is that we take a more strategic view of assessing the curriculum and develop a greater understanding of whether it has been learnt, or not. What is essential is that departments split their assessments to check the learning of the content knowledge before they test whether this knowledge can be applied.
- 6.5 Whilst the principles will be introduced at a whole-school level so departments can formulate effective assessments, much of its development will be driven through at subject level. Each department is to dedicate department meeting time to focusing on the principle and the techniques that support it, so that they can focus on how to implement it specifically for their subject. This means that departments will have the freedom and flexibility to develop their assessments in a way that is best suited to their specific characteristics, but at the same time the school is developing a consistent approach to assessing the curriculum.

- 6.6 Departments have a responsibility to monitor the performance of their classes, and to identify pupils underperforming.

7.0 The Outcomes of the Curriculum

- 7.1 The aim in this policy is to bring a consistent approach to how the school and subjects monitor the performance of pupils throughout all year groups, and subsequently, react to any concerns or issues that arise. The aim is for all pupils to achieve their potential by the end of Year 11, so close monitoring of performance is essential. Toynbee employs a monitoring system that allows the monitoring of pupils' performance at teacher, department, SLT, and governor level.
- 7.2 The monitoring of how much the curriculum has been learnt will be driven by the assessment data generated in the curriculum. This will be for all year groups, from 7 to 11. After every assessment, the outcome for each pupil will be recorded. This data will be collected and analysed at a teacher, department, Progress Director, SLT and governor level.
- 7.3 The only data generated alongside this assessment data will be predicted grades for Year 11. This data will be collected and analysed at a teacher, department, Progress Director, SLT and governor level.
- 7.4 No other extraneous data will be collected.
- 7.5 The outcome of all assessments will be reported to parents to enhance their understanding of how their child is performing and how much of the curriculum they have learnt. It will also inform parents and pupils about areas of success, but just as importantly, areas where they can develop.

8.0 Reading and Literacy Strategy

- 8.1 Reading is an important and integral part of the Toynbee Curriculum. We see the improvement in pupils' reading ages as vital if they are to fulfil their potential at the end of Year 11.
- 8.2 As such, Toynbee have developed a Reading and Literacy Strategy that is underpinned by a separate Reading and Literacy Policy.

9.0 Operational Information about the Curriculum

- 9.1 The curriculum can be split into two key phases: Key Stage 3 and Key Stage 4. Key Stage 3 at Toynbee comprises of Year 7, 8, and 9; Key Stage 4 is Years 10 and 11.
- 9.2 At Key Stage 3, pupils will follow the full range of National Curriculum subjects, and Drama. The list of subjects that are part of the National Curriculum can be found below, along with their lesson allocation over a 50 period, two-week timetable.

Subject	Year 7 Lesson Allocation	Year 8 Lesson Allocation	Year 9 Lesson Allocation
English	7	7	8
Maths	7	7	8
Science	7	7	8
Art	2	2	2
Computing	2	2	2*
Design and Technology	2	2	2*
Drama	2	2	2
Geography	4	4	4
History	4	4	4
MFL: French or Spanish	4	4	4
Music	2	2	2
Physical Education	4	4	4
Personal, Social, Health, Citizenship, and Economic Education	1	1	1
Religious Studies	2	2	1

*As part of rotation

9.3 At Key Stage 4, pupils will follow a combination of a core and a non-core curriculum. The non-core curriculum is the area of the curriculum where pupils from Year 10 will follow four subjects that they have chosen for GCSE. This would have been done through an extensive programme of support and information for pupils and parents in Year 9. Occasionally, there will be a need for a pupil to choose three GCSEs rather than four, due to their individual needs.

9.4 The core and non-core subjects can be seen below, along with their lesson allocation across the two- years on a 50 period, two-week timetable:

Subject	Year 10 Lesson Allocation	Year 11 Lesson Allocation
English	8	8
Maths	8	8
Science	10	10
PE (Core)	2	2
Religious Studies (Core)	1	1
Personal, Social, Health, Citizenship, and Economic Education	1	1

Art, Design and Craft	5	5
Art, Design and Textiles	5	5
Classical Civilisations	5	5
Computer Science	5	5
Dance	5	5
Design and Technology	5	5
Drama	5	5
Food Preparation and Nutrition	5	5
Geography	5	5
History	5	5
Media Studies	5	5
MFL: French or Spanish	5	5
Music	5	5
Physical Education (GCSE)	5	5
Psychology	5	5
Religious Studies (Full-Course)	5	5

9.5 In addition, Toynbee is committed to providing extra-curricular opportunities in order to provide pupils with the opportunity to further explore areas of interest beyond the curriculum.