Curriculum Policy

Approved by:	Terence Breen
Date:	September 2026
Next review due :	September 2027

*'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).'***

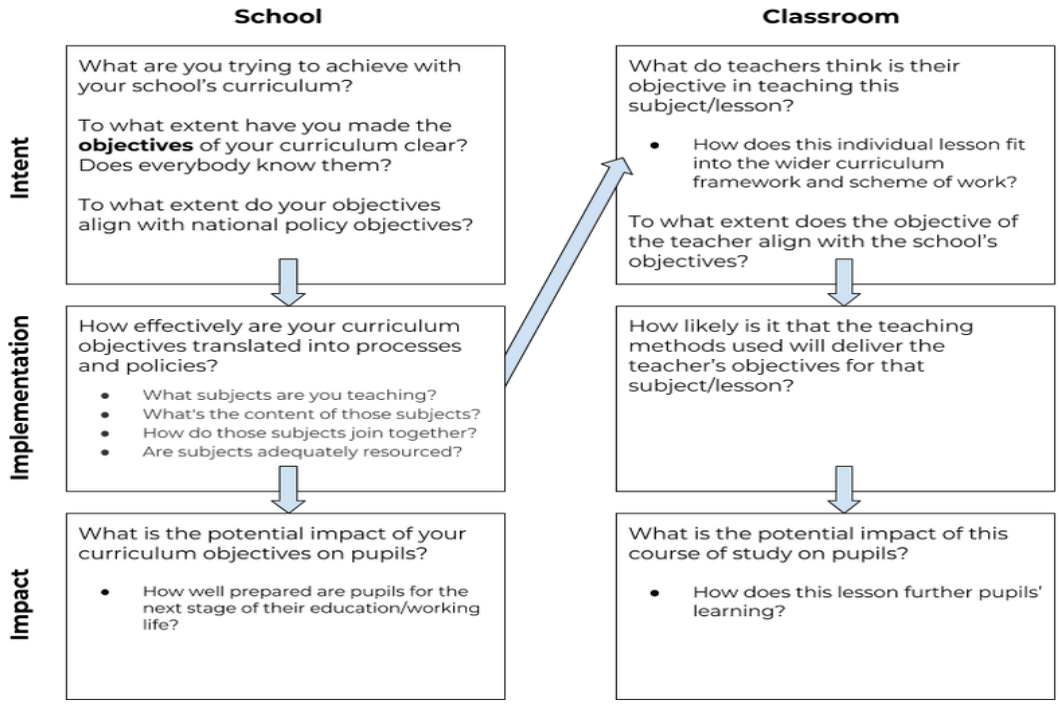
(Ofsted, Curriculum: intent, implementation and impact, 2017)

Introduction

This policy aims to outline how the curriculum is organised at Impact Independent School (IIS) to ensure that all students gain the knowledge, skills and understanding required to achieve success.

This 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 student knowledge, skills and understanding are measured



Intent

The school curriculum seeks to provide strong personal development by supporting and promoting the IIS values – Reach, Belong, Evolve

Reach

- Motivate students towards achieving ambitious personal and academic targets.
- Develop an ambitious attitude towards learning and making excellent progress.
- 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 later in life.
- Build cumulatively deeper understanding.
- Provide a strong academic core through English, Maths and Science while still giving equal value to Physical Education, Humanities and Creative Arts.
- Develop ambitious plans for the future through quality, age- appropriate careers guidance.

Belong

- Provide an environment where student achievement is rewarded and celebrated.
- Provide opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.
- Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Support the development of student physical and mental well – being.
- Provide a range of life experiences through extra – curricula activities and opportunities.
- Ensure students learn how to keep themselves and others healthy and safe, including online and through Personal, Social, Health and Economic (PSHE) education.
- Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE)

Evolve

- Ensure students experience a broad and balanced curriculum.
- Ensure students receive an appropriate curriculum for their needs, including life skills and amended curriculum where appropriate.
- Ensure students can use mathematics and literacy across a range of contexts.
- Ensure ambitious levels of student progress and achievement.
- Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

Implementation – School Level

- KS3 is our 'Preventative Phase' (Years 7, 8 and 9). KS4 is our 'Qualification Phase' (Years 10 & 11).
- All students will receive a broad and balanced curriculum at by offering a wide range of GCSE subjects and vocational qualifications.
- GCSE subjects at Key Stage 4 will be recognised in the performance tables.
- RSE and PSHE will be delivered through weekly timetabled sessions, as well as ongoing SMSC education across all subjects where appropriate.
- PSHE lessons, Science lessons, PE 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.
- A range of assemblies will be used to deliver SMSC and PSHE education across both Key Stages.
- The curriculum will be delivered through an agreed curriculum model and timetable.

Implementation – Subject Level

- The Headteacher will ensure clear Schemes of Learning are available and monitored regularly.
- As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- Schemes of Learning should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- Using National Curriculum and qualifications specifications, each subject area should identify and communicate Assessment Objectives in each phase of education to assess, monitor and track student progress.
- In addition to the formal subject curriculum, subjects will provide a range of extra-curricular opportunities for students to experience where available.
- Schemes of Learning will ensure adaptation to meet the needs of all students.
- Subject setting decisions are the responsibility of the Headteacher in each timetable block and should be arranged to ensure best delivery.
- Opportunities to develop SMSC, PSHE and RSE education of students should be included in curriculum planning wherever appropriate.
- The Headteacher will monitor the quality of education provided in each subject area through the Monitoring, Evaluating and Review (MER) schedule.

Implementation – Classroom Level

- Teachers should follow the agreed Scheme of Learning in their subject areas and any deviation or amendment must be communicated with the Headteacher.
- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance against each Assessment Objective area in each phase of learning.
- Teachers should use appropriate assessment techniques to identify the needs of students and plan learning using the assessment policy.
- Teachers should make best use of educational research in pedagogy and instructional practice.
- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase of learning.
- Teachers should identify and use opportunities to develop student literacy and numeracy wherever possible, also working collaboratively with learning support staff where available to improve rates of progress.
- Teachers should identify and use opportunities to develop SMSC, PHSE and RSE education wherever possible including challenging extreme or anti – social opinions.
- Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.

Impact

- The curriculum should make a significantly positive contribution to the Personal Development of all students.
- Fluency and comprehension in reading will be measured using a relevant reading programme.
- Improvements in students' attitudes to learning will be measured using surveys, evaluation tools and readiness for school assessments.
- In Key Stage 3, attainment and progress in each subject will be measured by outcomes broken down below Grade 1 using the terms *Emerging, Developing and Secure.*
- In Key Stage 4, attainment and progress in each subject will be measured by GCSE outcomes.
- The success of careers information, education and guidance will be indicated using Post-16 destination data.
- 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.