



Curriculum Policy

Chew Valley School

March 2026

School Policy Approved by Local Governing Body

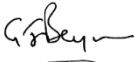
Signed: 

Name: Sarah Cran

Date 24.03.26

Chair of Local Governing Body

Authorised for Issue

Signed: 

Name: Gareth Beynon

Date 24.03.26

Headteacher

Chew Valley School Curriculum Policy

This policy's aim is to outline the curriculum that ensures students develop the knowledge and skills necessary to play an active and full part in society. We wish our students to leave us able to live fulfilled and successful lives. We want academic and co-curricular activities to be challenging, engaging and enjoyable to ensure that our young people develop into the rounded humans able to take their place in their community, modern Britain and within the wider global society.

Curriculum Aims:

1	One which is broad allowing students to acquire a wide body of knowledge across a range of different subjects & extra-curricular activities	All students will be given the opportunity to experience a wide range of different subjects and disciplines
2	One where students acquire the most powerful knowledge	Each subject will carefully consider and include the most important and challenging content in their discipline
3	Enabling progress through a carefully sequenced curriculum	This allows key concepts, knowledge and themes to be revisited and built upon whilst being increasingly challenging. This will need deliberate mapping within each curriculum area
4	One which builds upon prior learning ensuring that students gain incrementally more complex understanding	With KS2 now being more challenging, our KS3 curriculum needs to reflect this in terms of its demands on students. This requires understanding of what is covered at primary school and how subjects can build upon this
5	One in which knowledge is remembered long term and which is transferable across differing contexts	Knowing more + remembering more = progress. Subjects have a responsibility to support each other in the delivery of knowledge eg Maths in Science or Drama in English
6	One which is bold and exciting and one in which teachers have high expectations of what students can achieve	We want students and their teachers to enjoy learning and be ambitious about what they can achieve. This will lead to better outcomes
7	One which prepares students for life in modern Britain allowing them to make safe, informed and responsible decisions	Ultimately this goal can be seen as acquiring the best qualifications possible; however it is also about the wider benefits of a well-constructed curriculum such as effective CIAG, SMSC & PSHE
8	One which develops students into responsible, healthy, kind and ambitious young adults	We want students to be ready to take an active role as citizens, armed with the resilience, self-respect, tolerance and drive to live a full successful and positive life

9	One which enhances the cultural capital of all students	We want all students to be exposed to some of the key cultural, social and functional knowledge and skills to allow them to fully partake in our modern society
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We intend our curriculum to also:

- Take a knowledge rich approach in which teachers deliver the most powerful knowledge in an ordered and sequenced way
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Ensure that at the end of their school years (whether Year 11 or Year 13) students have access to qualifications, knowledge and skills that enable progression to the next stage of their education depending on their needs
- Support the development and love of reading for pleasure
- Provide varied, interesting and engaging opportunities outside of the classroom to enable students to secure 'cultural capital' regardless of their background as outlined in the Chew Valley Guarantee

Curriculum Implementation:

Each department will outline curriculum content and approach in internal 'Subject Intent' documents.

These documents will advocate the learner that they aspire to produce, will show the selected powerful knowledge that students should be learning and remembering, and the way in which progress is being assessed and monitored. Clear and relevant links to other subject areas, and key skills such as literacy, numeracy, careers or work-related skills will be explicit. For example, disciplinary literature lists will be available for all schemes of work.

Long- and medium-term plans are shared with all teachers in subject teams. Topic headings and assessment models are shared with parents on our website via our termly newsletter or through our Options booklets for KS4 or KS5 booklet for Sixth Form.

The co-curricular offer is made explicit to all students whilst ensuring that no group is discriminated against.

Academic curriculum at Key Stage 3:

Our KS3 curriculum is taught from Year 7 – 9, with subjects mindful but not driven by the demands of Level 2 and 3 courses. Most subjects are taught in mixed ability classes, with the exception of Maths where "express" sets are used for exceptional mathematicians in each cohort. All students study a Modern Foreign Language (French or Spanish), some study a second foreign language from Year 8 onwards.

The allocation of teaching periods per two-week cycle is shown below:

Subject	Year 7	Year 8	Year 9
English	7*	7	7
Maths	7	7	7
Science	7	7	7
One MFL subject	6	6 (3*)	5 (2*)
Second MFL subject	n/a	3	3
Art	2	2	2
Aspire	1	1	1
Design Technology	2	2	2
Drama	2	2	2
Geography	3	3	3
History	3	3	3
ICT	2	2	2

Music	2	2	2
PSHE and RE	2	2	3
PE	4	4	4

*The English curriculum in Year 7 contains a bespoke reading period.

* For MFL, the number in brackets shows how the first language periods are allocated for Year 8 and Year 9.

For some students with additional needs this curriculum model may be personalised to suit their best interests and in consultation with their parents and specialists.

Academic Curriculum at Key Stage 4:

It is really important that our students continue with an ambitious, broad and balanced curriculum at KS4 and in designing the curriculum we aim to meet the requirements of the National curriculum and also a provider of an inclusive curriculum for our students. Students will therefore study 9 or 10 GCSEs or equivalent qualifications during Year 10 and Year 11, with pathways modified for students with SEND, disadvantaged young people or LPA.

We highly recommend that students take a language and our starting point is that all students should be sitting the EBacc suite of subjects. We live in a world that is more and more globalised, and as such consider that it is a responsibility we hold to allow students to experience the insights into the values and culture that learning another language gives you is precious. This is particularly true in our school community which is not as culturally diverse as others. We also support students gaining language qualifications in their “first” or “home” languages if this is appropriate.

The following courses are core and therefore compulsory for all students:

- Maths
- English language and literature
- Science (Combined or Triple)
- PE (Core PE is non-examined)
- RE (Core RE is non-examined)
- Relationships and Sex Education (Core SE is non-examined)

Subject	Year 10 & 11
English Language and Literature	8
Maths	7
Science	10
Options subjects	5 per subject
Core PE	3
RE	1
Se	1

Students will then have four options choices therefore providing a huge variety of subjects in which the young person can be challenged and achieve well.

Our SEND students have access to smaller teaching groups, have a bespoke pathway or reduced number of courses, depending on their needs. We offer entry levels in English, Maths and Science, a Construction Level 1 course and a Home Cooking course. We also offer an additional “study” block for Y10 and Y11. These lessons provide opportunities for students with SEND or LPA to catch up with key learning they may have missed, or need to over learn, to be supported to complete home learning, have targeted interventions or look outside of school life after compulsory education.

Currently we are also offering an additional Further Maths qualification in an after-school session. This is open to students in both Year 10 and Year 11.

Academic Curriculum at Key Stage 5:

Our Sixth Form provision and course choice is specifically timetabled and designed to maximise all potential options choices. Students starting in Year 12 are asked to choose three A level subjects (or equivalent) but students wishing to maintain a greater breadth of study may choose a fourth subject, particularly Further Maths.

Our Sixth form timetable is created to try and maximise the potential for a rich and varied offer and combination of subjects. However, we do define students' pathways by their GCSE performance, their intended career pathway and course viability.

Our Sixth Form programme also contains a compulsory 'Se' and 'Aspire P16' offer which includes elements of leadership, finance, work-related learning, careers, citizenship, relationships and sex education and personal, social and health education.

We also offer an additional qualification called the Extended Project which students complete within taught and non-taught periods in either Year 12 or Year 13.

Subject	Year 12	Year 13
Options subjects	9 per subject *	9 per subject*
Se	1	N/A
Study sessions	3	3
PE and Sport	2	2
Aspire P16	2	N/A

* Some subjects with very small class sizes may have a reduction in periods allocated.

* Some Year 13 students will reduce their PE session dependent on courses and other commitments such as work experience placements.

Students who have yet to reach the required threshold in GCSE Maths or English Language will join a re-sit class and be re-entered for the examinations in November and June until they achieve a standard pass (currently a grade 4). There are 6 periods allocated for English and 8 for Maths.

The wider curriculum:

The academic curriculum taught at Chew Valley School ensures that all students have the time to develop the knowledge, skills and processes required to live a successful life. However, we also recognise that the spiritual, moral, social, cultural and co-curriculum is also of huge significance in supporting the development of a "rounded" young person. We therefore strongly advocate participation in all of the following:

- A tutor and assembly programme which supports the House structure, links to themes of local and national importance and the PSHE programme
- A careers offer that allows students at all stages to receive impartial advice and guidance to ensure that they are successful in their progression routes
- An enrichment week that offers opportunities for KS3 students to pursue interests and activities both inside and outside the school
- A week long work experience for Year 10 students
- A 'Futures Week' for Sixth Form students
- A comprehensive and rich co-curricular offer, including our Change and Create committees
- And in the Sixth Form both a weekly sports/activities and, during Aspire P16 volunteering, offering a broad range of wider opportunities to develop a range of interests and skills not necessarily related to their taught courses.

Curriculum Impact:

The impact of our curriculum is monitored and will be reviewed on an ongoing basis. This will include:

- Robust self-evaluation of teaching and learning
- Analysis of student outcomes
- Student voice activities
- Analysis of student destinations to understand the effectiveness of the curriculum in preparing students for the next stage of their life
- Evaluation of the positive impact of the educational experience of different groups such as the disadvantaged and those with SEND

However, we also recognise that impact is not just about results, it can also be seen in a range of indicators, some of which lend themselves better to measurement than others. These may include but are not limited to:

- Participation in school and House events
- Participation in co-curricular activities
- Participation in the 'Chew Valley Guarantee'
- Success in non-examined internal or external opportunities (such as DofE, Ten Tors, UK Maths Challenge, Young Enterprise, LAMDA, ACE programme)
- Wider contribution to school
- Wider contribution to the community