THE ANGMERING SCHOOL

Ambition
Courage
Respect

Curriculum Policy

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Author: MSM
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This policy should be read alongside the Teaching and Learning Policy, Teaching and Learning Toolkit, Feedback for Learning Policy, Assessment, Tracking and Reporting Policy, SEND Policy and Behaviour Policy.

1. Purpose

This policy establishes the principles that underpin curriculum intent, design, implementation and impact at The Angmering School. It provides a shared vision for curriculum excellence and ensures coherence across curriculum planning, teaching, assessment, feedback and professional development. The curriculum is the vehicle through which every student develops the knowledge, skills, character and qualifications needed to flourish in modern Britain and beyond.

2. Curriculum Intent

At The Angmering School, our curriculum is founded on the belief that every young person should be inspired, challenged and supported to flourish, both as learners and as citizens. In everything we do, our values of Ambition, Courage and Respect guide us in providing an education that is broad, balanced and deeply meaningful; an education that prepares students not only for examinations, but for life.

Ambition: We aim high. We provide a broad and ambitious curriculum designed to ensure learners accrue the knowledge, skills and qualifications necessary to enter further or higher education or employment with confidence. Our pathways are designed so that students can build incrementally, from KS3 through to KS4 and into the Sixth Form, learning in clearly sequenced and coherent 'learning journeys' that deepen their understanding and stretch their potential.

Respect: We cultivate an environment where every individual is valued. We foster respect—for oneself, for others, for our community, for the environment, and for beliefs, values and differences. Our curriculum is inclusive and equitable; we make provision for students with SEND, ensure equal access to opportunities, and build relationships that underpin a supportive, safe and just culture.

Courage: We believe learning requires risk — intellectual risk, moral risk, personal growth. Our curriculum supports students to step beyond their comfort zones: to explore new disciplines, confront challenging ideas, and persevere through difficulty. We encourage staff and students to try new approaches, to reflect, to learn from mistakes and to uphold integrity, ethical behaviour and resilience.

Broad and Balanced Curriculum

At The Angmering School, we are committed to providing every student with a broad, balanced and ambitious curriculum throughout their time with us. We believe that maintaining breadth of study is fundamental to developing knowledgeable, adaptable and well-rounded young people who are prepared for the opportunities and responsibilities of adult life. Our curriculum ensures that students continue to study a rich range of academic, creative, technological, practical and physical subjects throughout Key Stage 3 before making informed choices about future pathways. This broad foundation equips students with the cultural capital, knowledge and skills needed to succeed across a wide range of disciplines while allowing them to discover and develop their individual strengths, interests and aspirations.

Curriculum Pathways

As students progress through the school, our curriculum offers increasing opportunities for personalisation whilst maintaining high levels of ambition for all. At Key Stage 4, students continue to study a strong academic core alongside a wide range of option subjects that reflects the diversity of their talents and future aspirations. Our option process is carefully designed to maximise choice and ensure equitable access to pathways leading to further education, apprenticeships and employment. In the Sixth Form, students benefit from a broad academic and vocational curriculum that enables them to specialise in subjects matched to their strengths and intended destinations, whilst continuing to develop the wider knowledge, independence and study skills required for success beyond school.

3. Curriculum Values

Our curriculum is underpinned by the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are brought to life through our school values of Ambition, Respect and Courage, which were developed collaboratively by students and staff. Together, they shape the design of our curriculum, the relationships within our school community, and the wider experiences we provide, preparing students to become responsible, respectful and active citizens in modern Britain.

- Positive relationships and a strong sense of belonging.
- Community cohesion and social responsibility.
- An inclusive, anti-discriminatory culture.
- A fair and just society built on equality and equity of opportunity.
- Respect for different beliefs, cultures and perspectives.
- Respect for, and stewardship of, the environment.

- Integrity, kindness and ethical decision making.

4. Curriculum Design

Curriculum planning begins with ambitious end points. Subject leaders deliberately plan backwards from these outcomes to ensure learning builds logically over time.

- Clearly defined substantive and disciplinary knowledge.
- Coherent sequencing from Key Stage 3 to Key Stage 5.
- Explicit teaching of vocabulary and disciplinary literacy.
- Retrieval practice, spacing and interleaving to strengthen long-term memory.
- Assessment aligned to curriculum end points.
- Appropriate challenge for all learners, with adaptive teaching rather than reduced ambition.

5. Curriculum Implementation

Curriculum implementation is achieved through the school's Quality First Teaching model. Teachers implement the curriculum through the five principles defined within the Teaching and Learning Policy and Teaching and Learning Toolkit:

- Explanation
- Modelling
- Deliberate Practice
- Questioning
- Feedback

Consistent classroom routines, evidence-informed pedagogy and responsive assessment ensure that students know more, remember more and apply their learning with increasing confidence.

6. Curriculum Impact

The success of the curriculum is judged by the extent to which students acquire, retain and successfully apply the knowledge, skills and behaviours identified within each curriculum. Impact is considered much more broadly than examination outcomes alone.

Successful implementation results in students who:

- Know more and remember more over time.
- Demonstrate secure substantive and disciplinary knowledge.
- Use subject-specific vocabulary accurately and confidently.

- Read, write and communicate effectively across the curriculum.
- Think critically, solve problems and apply learning in unfamiliar contexts.
- Produce work of consistently high quality.
- Demonstrate resilience, independence and curiosity.
- Achieve ambitious qualifications from their starting points.
- Progress successfully into further education, higher education, apprenticeships or employment.
- Contribute positively to their communities and wider society.

Curriculum impact is evaluated through a broad range of evidence, including:

- Curriculum review meetings ('Don't tell me, show me').
- Learning walks and lesson visits.
- Work scrutiny and review of curriculum products.
- Student voice and parent feedback.
- Assessment information and examination outcomes.
- Attendance, behaviour and inclusion data.
- Reading and literacy outcomes.
- Participation in enrichment and wider opportunities.
- Destination data and post-16/post-18 progression.
- Subject leader self-evaluation and development planning.

7. Outcomes for Students

The curriculum is designed to prepare every student for success in adulthood. Students leave The Angmering School with:

- A strong portfolio of qualifications.
- The knowledge and skills needed for further study and employment.
- The confidence to make informed career and life decisions.
- Healthy lifestyles and strategies for keeping themselves safe.
- An understanding of Fundamental British Values.
- Respect for diversity, equality and the rule of law.
- The resilience, confidence and independence to thrive.
- Appropriate support and reasonable adjustments where SEND or other needs require this, without limiting ambition.

8. Assessment and Feedback

Assessment supports curriculum implementation by identifying what students know and what they need to learn next. Feedback is timely, proportionate and designed to improve

learning. Detailed expectations are contained within the Assessment, Tracking and Reporting Policy and the Feedback for Learning Policy.

9. Curriculum Leadership and Quality Assurance

Leaders at all levels are responsible for ensuring the curriculum remains ambitious, coherent and continually improving.

- Senior leaders provide strategic oversight and monitor curriculum quality.
- Subject leaders design, evaluate and refine curriculum intent, implementation and impact.
- Teachers implement the curriculum consistently through Quality First Teaching.
- Governors provide strategic challenge regarding curriculum effectiveness.

10. Monitoring and Review

This policy is reviewed biennially. Curriculum quality is monitored through the school's annual quality assurance cycle, curriculum reviews, departmental improvement planning and governor oversight, ensuring continual refinement in response to evidence and research.