



Archbishop Temple  
Church of England High School

# Curriculum and Teaching Policy

*“Instead of a national Curriculum for education, what is really needed is an individual, deep, challenging and inspiring curriculum for every child”*

*Charles Handy CB*

Policy Leader

Mrs Lindsey Dudaniec

Last Updated

September 2025

Approved by the Governing Body/Board

**Date to Review**

**September 2026**

**Name of Policy:** Curriculum Statement

**Sub-Committee Responsible:** Quality of Education Committee

**Lead Responsibility in School:** Deputy Headteacher

**Source of Policy: (Please tick)**

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

### **Purpose**

Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

### **Vision**

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God-given gifts so that together we may shine God's light through Christ-like service. Scripture "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:14-16)

## Whole School Curriculum Intent

The curriculum at Archbishop Temple Church of England High School is progressive, equipping children with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live.

A deep, rich, progressive learning curriculum, characterised by the retention, interleaving, spacing and retrieval of knowledge and skills. Recognising intelligence is malleable, pupils revisit key concepts to ensure permanent changes in the long-term memory.

Curriculum knowledge is well sequenced and organised, going beyond procedural knowledge and into the hinterland.

The curriculum is rooted in Gospel values, principles and key knowledge leading a learning process focussed on a deep narrative with all subjects. This provides all children with the opportunity to acquire personal and social capital, intellectual richness, artistic and physical nourishment.

The curriculum is clutter free, allowing for greater depth. Assessment is focussed on learning and feedback driven Metacognition, not just performance. Pupils are equipped to relate to a wider picture with confidence in how their learning relates to a much bigger story and the relevance of it, going beyond exam success. Learning develops critical thought, problem solving and the transfer of skills underpinned by a rich personal anthropology rooted in the knowledge of who we are, why we are here and where we are going.

**Note:** For individual subject intents see Appendix

## Responsibilities

Quality first teaching is a top priority at Archbishop Temple Church of England High School. It is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom.

We believe that pupils learn best when they:

- are interested and motivated;
- welcome appropriate struggle with the aim of being in the learning zone;
- are given tasks which match and extend their ability;
- clearly understand the task;
- are confident, feel safe and secure;
- are challenged and stretched to master new skills and knowledge;
- know the bigger picture and how to get there;
- understand the relevance and context of what they are learning.

We believe that pupils learn best in an environment which:

- demonstrates high challenge low threat;
- is peaceful and calm;
- is welcoming and caring;
- is organised;
- Stimulates resilience;
- makes learning accessible;
- is encouraging and positive;

- has up to date and interesting wall displays including development of academic vocabulary;
- provides equal opportunities.

Quality first teaching is a shared *responsibility*, and everyone in our school community has an important role to play.

### **Classroom Teachers**

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- meeting the expectations set out in this policy;
- following the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- continuous self-evaluation of their subject knowledge and understanding of educational initiatives;
- continuous self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- reading of subject specific books of up-to-date pedagogy, Friday take-away, using the resources available on BlueSky and National College and working closely with colleagues in local schools;
- the explicit development of the pupil's academic vocabulary, in particularly tier 2 words;
- encouraging and cultivating a classroom environment where ALL pupils feel safe;
- planning and teaching lessons where appropriate provision is made for all pupils with SEND, including the tailoring of resources and activities to specific needs, as well as ensuring the teaching environment is appropriate;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally - Using of SISRA and FFT (Fischer Family Foundation);
- updating parents/carers on students' progress through termly reports on progress and an annual parent/carer consultation evening.

### **Support Staff:**

Support staff are responsible for the progress of pupils. This is achieved by:

- meeting the expectations set out in this policy;
- knowing students well and differentiate support to meet their individual learning needs
- encouraging and cultivating an environment where ALL pupils feel safe;
- working in partnership with parents/carers and when necessary, updating them on pupils.

### **Curriculum Leaders**

Curriculum leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- meeting the expectations set out in this policy;
- creating a well-sequenced, broad and balanced curriculum that build knowledge and skills;
- ensuring curriculum coverage, continuity and progress for all, and is sequenced to allow for interleaving and retrieval of deeper knowledge;
- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement;
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning;

- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school; expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils;
- monitoring pupils' work through work scrutiny as part of snapshot fortnights; regular sampling of homework, classwork, pupils' responses and attitudes to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement.

### **Pupils**

Pupils are responsible for their own learning and, supporting the learning of others. This is achieved by:

- meeting the expectations set out in this policy;
- always meet expectations for good behaviour for learning;
- aiming for a resilient and determined attitude in their learning;
- attending all lessons on time and be ready to learn, with all necessary equipment;
- being curious, ambitious, engaged and confident learners;
- aiming for neat and accurate presentation of their work;
- taking responsibility for improving their own learning;
- reflecting on their learning and engaging in self-evaluation tasks to inform subsequent learning;
- knowing their targets and how to improve;
- putting in maximum effort and focus into their work and making positive contributions to class discussions;
- completing home learning activities as required to enhance their learning.

### **Senior Leadership Team**

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan through:

- Formal lesson observations if required;
- Deep Dives;
- Pupil interviews;
- Regular drop ins and book reviews;
- Planning and preparation;
- Curriculum discussions;
- SLT link meetings;
- meeting the expectations set out in this policy.

### **Parents and Carers**

Parents and carers have a shared responsibility for the wellbeing and progress of their child. This is achieved by:

- meeting the expectations set out in this policy;
- working in partnership with school;
- valuing learning and encouraging their child as a learner;
- making sure their child is ready and able to learn every day;
- supporting good attendance and punctuality;

- participating in discussions about their child’s progress and attainment;
- communicating with the school to share information promptly;
- encouraging their child to take responsibility for their own learning;
- supporting and giving importance to home learning.

## Governors

Governors will also receive regular curriculum impact reports that include pupil outcomes, personal development measures, and evidence of how the curriculum meets the needs of all learners, including SEND and disadvantaged pupils.

Governors will hold senior leaders to account and track the progress made on the school improvement plan. This is achieved by:

- meeting the expectations set out in this policy;
- monitoring that resources and funding are allocated effectively to support the school’s approach to teaching and learning;
- monitoring the impact of teaching and learning strategies on students’ progress

## Curriculum Implementation

Additionally, our curriculum explicitly incorporates Digital Literacy, including the safe and ethical use of Artificial Intelligence (AI) tools. Pupils are taught to critically evaluate online information, develop responsible digital habits, and gain the skills required for future employment in a rapidly changing technological world.

Our purpose is to provide the highest quality of education to all pupils within the context of Christian belief and practice. The Christian ethos is at the very heart of the school which ensures that the traditional Christian values of respect, compassion and self-discipline are linked to the aspiration that every single pupil reaches their potential. We offer a balanced curriculum that meets the needs of all our pupils through academic and vocational pathways. We expect excellence in all subject areas and all other aspects of school life. We are proud to be a school of high aspiration and high achievement. Learning is quite rightly given prominence here. To underpin everything that we do at Archbishop Temple Church of England High School the guiding principle is that every learner must fulfil their academic and spiritual potential, with all learners, both pupil and adult, aiming at excellence in everything they do.

### Teachers should plan lessons:

- which allow pupils to progress in their learning;
- which have the bigger picture in mind ensuring careful thought is given to the sequenced lessons in an overall scheme of learning;
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem-solving, decision-making and application;
- which are scaffolded for varying needs of ALL groups of pupils;
- which use stimulating resources, including use of ICT and iPad;
- model excellent practice, thought process and skills, through pupil or teacher led demonstrations including the use of a visualiser if appropriate;
- which provide pace and challenge for all pupils;
- which use effective open-ended questioning with emphasis on a **no hands up** approach and responsive teaching techniques to direct and challenge pupils;
- which explicitly develop the pupil’s academic vocabulary with a focus on tier 2 and 3 words where appropriate. Refer to the school Literacy and Vocabulary policy;

- which make connections with other curriculum areas (Interdisciplinary learning);
- use the Select Explore Explain Consolidate (SEEC) model to develop inference and comprehension of specific vocabulary within texts for both tier 2 and 3 words. Refer to the school Literacy and Vocabulary policy;
- which practice the long-term memory through recall and retrieval strategies;
- which allow opportunities for low stake testing and retrieval practice to exercise the long-term memory;
- which are enjoyable and interesting.

### **Additional Support for Learning**

Teachers are also expected to use adaptive teaching approaches, ensuring that pupils with SEND and those who require additional support can access the curriculum equitably. This includes making reasonable adjustments, deploying assistive technology where appropriate, and ensuring accessibility of all resources.

#### **Teachers should:**

- be aware of the specific learning needs of their pupils;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with teaching assistants and other adults to ensure pupils are best supported in their learning;

### **Learning**

#### **Pupils should:**

- aim for a resilient and determined attitude in their learning;
- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum;
- aim for neat and accurate presentation of their work with the aim of achieving in their work;
- back books and write in black pen;
- make positive contributions to class discussions;
- take responsibility for improving their own learning;
- ask for help if required;
- follow instructions at all times;
- speak politely to everyone;
- respect others.

### **Curriculum Coverage**

Our school offers a full range of National Curriculum subjects, ensuring that each child follows a broad, balanced and relevant curriculum, enriched by a variety of additional opportunities for learning and personal development. We have high expectations of our pupils and place learning at the very centre of school life.

We offer high quality teaching and support, delivered using the latest technology. Our aim is that pupils begin to take responsibility for their own learning by identifying their own strengths and weaknesses and with teacher-help, achieving their individual targets.

The school adopts a 50-hour 2 week teaching timetable. A summary of the subjects studied at each Key Stage is shown below:

## Key Stage Three

During their first three years (National Curriculum Years 7, 8 and 9) pupils study all the subjects of the National Curriculum. These include:

- Religious Education
- English
- Maths
- Science
- History
- Geography
- Modern Foreign Languages
- Design and Technology
- Art and Design
- Music
- Physical Education
- Citizenship and RSHE
- Computing

### The core subjects are:

- English
- Mathematics
- Religious Education
- Science

### The foundation subjects include:

- Design and Technology
- Modern Foreign Languages
- History
- Geography
- Computing
- PSHE
- Physical Education
- Music
- Art
- Dance
- Drama

SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and points of view, are embedded into the taught and wider curriculum and delivered through all subjects. Along with timetabled PSHE lessons, Personal Development is taught through all subjects and explicitly through 'Temple Time' and 'In The News' during form time. This curriculum is carefully planned to connect with our assembly rota and three drop down days throughout the year. The curriculum is flexible to meet the contextual needs of our school.

## Key Stage Four

Senior pupils (Year 10 and 11) follow a common core curriculum of English Language/Literature, Mathematics, Personal, Social and Health Education and Citizenship, Physical Education, Science, and Religious Studies. They then have free choice to select four option subjects from a guided option scheme. We offer a range of GCSE courses that have academic rigour as well as vocational subjects that have a work-based focus.

GCSE Curriculum will be made up of the following **compulsory subjects**:

- English Language/Literature
- Mathematics
- Science
- Religious Education
- Core PE

## Option Subjects

Pupils choose at least ONE subject from the following GCSE list:

- Computer Science
- French
- Geography
- History
- Spanish
- Triple Science

Then choose their TWO remaining choices from the following list:

- Art and Design - GCSE
- Business - GCSE
- Food & Nutrition Technology - GCSE
- Music - GCSE
- PE - GCSE
- Sports Studies - Level 2 Qualification
- Technology GCSE - Graphics, Resistant Materials, Textiles.

Further information about each subject is located in the curriculum area of our website.

## Pupil Groupings

For teaching purposes, the school organises each year group into two mixed ability bands based on KS2 data and primary liaison visits. We have a PAN (Published Admissions Number) of 210 pupils per intake. One band has 116 pupils split into four classes ; the other band has 94 pupils, split into three classes and one nurture group (See illustrated in Table 1). All groups within bands are broadly mixed ability with the smallest group in the smallest band being a nurture group. All pupils follow the same knowledge-rich ambitious curriculum. All GCSE courses are taken on an open and free choice basis. Any setting based purely on academic ability takes place as appropriate and to meet exam entry requirements/constraints.

Mixed Band 1				Mixed Band 2			Nurture Group
D	I	S	C	O	V	E	7R*

\*Flexible on the needs of the year group

## Careers Information Advice and Guidance

Pupils at Archbishop Temple Church of England High School are given an excellent start as far as academic achievement is concerned, but for our young people we are only one step along a pathway of lifelong learning. The opportunity to develop skills to make informed decisions about their future is crucial to ensuring that our pupils fulfil their potential. To this end we make provision for pupils to gain independent and impartial careers guidance.

As early as Year 7 & 8 we introduce the concept of post 16 choices through events such as EXPO, a careers exhibition involving local employers and training providers. We build on this in Year 9 with further experiences for pupils at local colleges so that they make the vital link between GCSE option

choices and their future career pathway. During Year 10 and 11 there are further opportunities for the pupils to experience the range of provision available from post 16 providers and training organisations within Lancashire. This is achieved through visits to local colleges, visits by speakers to assemblies and workshops that run throughout crucial times of year when pupils may want to build on and clarify the information they have gathered. In addition, pupils and parents have access to Lancashire Interactive, a comprehensive careers package which can be accessed remotely.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are reviewed annually but typically include:

Year 7	Business and Enterprise Day BAE STEM event LEGO event Careers evening National Careers Week assemblies and curriculum subject career links. PSHE careers lessons
Year 8	BAE STEM event UCLAN visit Careers evening National Careers Week assemblies and curriculum subject career links. PSHE careers lessons
Year 9	Careers and options evening Options consultations/meetings Option choices made National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons
Year 10	College sampling assemblies Career assemblies throughout the year College visits Careers and options evening Employability workshop Take Responsibility Day Meeting with Independent Careers Advisor National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons
Year 11	College and career assemblies throughout the year Thinking Ahead Day/Application Day Careers evening Meeting with Independent Careers Advisor National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons College interviews

Additionally, the school employs an independent Careers Advisor. The aim is to speak and meet with all the children throughout the year on a personal basis at least once. The advisor provides scheduled appointments and a drop in before school and at lunchtimes.

### **Literacy**

It is the responsibility of all teachers, in all subject areas, and in all lessons, through quality first

teaching, to actively develop the literacy skills of the pupils. Additionally, all pupils in Year 7, 8 and 9 and targeted pupils in Year 10 and 11, will complete a reading test in the September of each year to assess their chronological reading age. The aim, to highlight strengths and gaps in reading and pupils who have been identified as having a reading age below expectations will be given additional support and intervention. Pupils will be given clear literacy targets to work on. The following codes must be used by teachers to draw attention to aspects of literacy:

Symbol	Meaning	Mark in the writing
NP	New paragraph needed	[ around the first word where paragraph should start
^	Something is missing	^ where missing word(s)/apostrophes should go ^^ - can be used to show missing quotation marks
C/P	Look at punctuation – capital letter is either missing or used inappropriately	C in the margin and circle letters that need to be changed. P to indicate punctuation is missing or incorrectly used.
Sp	Spelling mistake	Underline or circle word. <i>Unless English</i> , maximum of 4 corrections on each occasion
?	Doesn't make sense	? in margin and wavy line underneath the text
X	Wrong!	
ü	Good point	
üü	Very good point	