

Learn and Prosper School

KS2 and KS3 Curriculum Policy Framework

1. Introduction

1.1 Purpose of the Policy

The purpose of this policy is to outline the principles, structure and implementation of the curriculum for Key Stage 2 (KS2) and Key Stage 3 (KS3) in our school. It defines our rationale for curriculum design, ensures compliance with statutory requirements, and establishes how we provide a broad, balanced and ambitious education for all pupils.

This policy ensures that our KS2 and KS3 curricula:

- Are aligned with national expectations, including the National Curriculum in England (DfE, 2014)
- Promote academic achievement alongside spiritual, moral, social and cultural development
- Support the progression of knowledge and skills
- Prepare pupils for success in Key Stage 4 and future learning

1.2 Scope of the Policy

This policy applies to all pupils in Years 3 to 9. It informs and guides:

- Senior leaders in strategic planning and curriculum design
- Subject leaders in planning, sequencing and resourcing schemes of learning
- Teachers in the delivery of high-quality teaching and learning
- Governors in monitoring statutory compliance and curriculum effectiveness

2. Legal and Statutory Framework

2.1 National Curriculum Requirements

In line with the Education Act 2002 and statutory guidance from the Department for Education, the school delivers the National Curriculum in full at KS2 and KS3. The

programmes of study are used to guide the content and expected standards for each subject.

Key Stage 2:

The following subjects are taught:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

Religious Education is also taught in accordance with the locally agreed syllabus. Personal, Social, Health and Relationships Education (PSHRE), including statutory Relationships, Sex and Health Education (RSHE), is provided in line with DfE statutory guidance.

Key Stage 3:

All KS2 subjects are continued, with the addition of:

- Modern Foreign Languages
- Citizenship
- Careers education, information, advice and guidance (from Year 8)

The school's curriculum planning ensures full coverage and progression in all subjects, with ambitious outcomes for all pupils.

2.2 Statutory Duties

We fulfil our statutory responsibilities under:

- **The Equality Act 2010:** ensuring the curriculum is accessible to and inclusive of all pupils, regardless of background, need or protected characteristic.
- **The SEND Code of Practice (2015):** providing differentiated and personalised provision to meet the needs of pupils with special educational needs or disabilities.

- **The Education Act 2002:** promoting the spiritual, moral, cultural, mental and physical development of pupils.
- **The School Information Regulations (2012):** publishing curriculum overviews online for public access and transparency.

3. Curriculum Aims and Intent

3.1 Vision and Ethos

The curriculum design reflects the school's values and vision for providing a high-quality education for all. Our curriculum aims to:

- Develop well-rounded individuals who are respectful, responsible and resilient
- Ensure all pupils achieve academically and make strong progress
- Prepare pupils for continued learning and participation in modern British society
- Encourage curiosity, creativity and a lifelong love of learning

3.2 Key Curriculum Intentions

The intent of the KS2 and KS3 curriculum is to:

- Provide a **broad and balanced curriculum** that meets the needs of all pupils
- Embed **strong foundations in literacy and numeracy**
- Ensure a **coherent progression of knowledge and skills** over time
- Develop **digital literacy**, creativity and critical thinking
- Promote **cultural capital** by ensuring all pupils are exposed to enriching cultural, social and academic experiences
- Prepare pupils for transition points, particularly into KS4 and GCSE study

3.3 Diversity, Inclusion and Equality

Our curriculum promotes equality and celebrates diversity by:

- Challenging all forms of discrimination and stereotypes
- Representing a wide range of voices, cultures and perspectives
- Ensuring that all pupils, including those from disadvantaged and minority backgrounds, are supported to access and succeed in the full curriculum
- Addressing social disadvantage through ambitious curricular provision

4. Curriculum Design, Structure and Content

4.1 Key Stage 2 Overview

Our KS2 curriculum builds on the Early Years Foundation Stage and Key Stage 1 by:

- Securing fluency in reading, writing and number
- Sequencing subjects to enable interconnected disciplinary understanding
- Incorporating knowledge organisers, retrieval practice and oracy development
- Providing enrichment opportunities such as educational visits and creative projects

Curriculum coverage is organised into long-term and medium-term plans, ensuring full coverage of each subject's programme of study.

4.2 Key Stage 3 Overview

Our KS3 curriculum:

- Retains subject breadth for all pupils through Year 9
- Ensures continuity of learning from KS2 and prepares pupils for GCSE pathways
- Is driven by subject specialists and strengthened by high-quality teaching materials
- Incorporates explicit teaching of academic vocabulary and study skills

KS3 is a time for developing deeper understanding and enabling pupils to build confidence across a range of subject areas.

4.3 Subject Curriculum Mapping

Each subject has a **curriculum map** outlining:

- Long-term overview (topics and content per year group)
- Medium-term planning (sequencing, objectives, key knowledge, skills and vocabulary)
- Opportunities for assessment and cross-curricular links
- Key concepts revisited and deepened over time to ensure progression

Curriculum is sequenced to ensure pupils develop schemata and retain key knowledge in long-term memory.

4.4 Curriculum Time Allocation

The timetable allocates the following average weekly lesson times:

KS2

- English: 5 hours
- Mathematics: 5 hours
- Science: 2 hours
- Foundation subjects including History, Geography, Art and Design, D&T, Music, Computing: 1–2 hours each
- Physical Education: 2 hours
- PSHRE: 1 hour

KS3

- English: 4 hours
- Mathematics: 4 hours
- Science: 3–4 hours
- Humanities (History, Geography): 2 hours
- Creative and technical subjects (Art, D&T, Music, Computing): 1–2 hours
- Languages: 2 hours
- PE: 2 hours
- PSHRE (including Citizenship and Careers): 1 hour

Allocation reflects statutory requirements and the school's priorities for breadth and depth.

4.5 Music

Music is a vital part of the school's curriculum, contributing to pupils' creative, cultural and emotional development. In line with the National Plan for Music Education (DfE, 2022), our Music curriculum:

- Ensures all pupils in KS2 receive weekly, high-quality music lessons delivered by trained teachers or specialists
- Provides opportunities for pupils to learn to play musical instruments
- Embeds knowledge of musical notation, composition, listening and performance
- Encourages ensemble work, singing and engagement with a wide repertoire of musical traditions and styles

At KS3, Music education is enhanced through:

- Deeper musical theory and historical knowledge
- Use of music technology and composition software

- Wider opportunities through extra-curricular provision such as choirs, instrumental lessons, ensembles and school productions

We are committed to equity of access to instrumental tuition and ensure disadvantaged pupils are not excluded from musical enrichment opportunities.

5. Curriculum Implementation

5.1 Teaching and Learning Approaches

We follow evidence-informed principles of effective teaching, in line with the Education Endowment Foundation (EEF):

- Clear explanations and modelling
- Retrieval practice and spaced repetition
- Adaptive teaching to meet diverse needs
- Frequent formative assessment to identify gaps in knowledge
- High expectations and subject-specific language

Teachers receive regular professional development to enhance pedagogical knowledge.

5.2 Subject Leadership and Accountability

Subject leaders are responsible for:

- Curriculum design and reviewing schemes of work
- Monitoring quality through lesson visits, work scrutiny and data analysis
- Supporting colleagues with planning and subject-specific pedagogy
- Leading CPD and resource development

Subject leaders coordinate with SLT to ensure strategic alignment and consistent quality.

5.3 Assessment and Feedback

Assessment is integral to curriculum implementation and is used to:

- Identify what pupils know and can do
- Inform future teaching and intervention
- Report progress to pupils and parents

We use:

- Formative assessment tools (questioning, quizzes, marking)

- Summative assessments (termly standardised tests, internal exams)
- Pupil progress meetings
- Work moderation within and across departments

Feedback is timely, actionable and supports pupils to improve their outcomes.

5.4 Support for Disadvantaged and SEND Pupils

We follow the Graduated Approach as outlined in the SEND Code of Practice. All pupils access Quality First Teaching, supplemented by:

- Scaffolding of tasks and language
- Use of adaptive strategies and assistive technology
- Individual support plans and interventions
- Additional adult support in lessons (where appropriate)

Pupil Premium and other targeted funding are used strategically to remove barriers to enrichment and academic success.

6. Curriculum Impact

6.1 Monitoring and Evaluation

Curriculum effectiveness is regularly reviewed through:

- Internal and external data analysis (attainment and progress)
- Learning walks and lesson observations
- Curriculum reviews and subject deep dives
- Pupil voice surveys and feedback

Findings inform staff training, resourcing, and curriculum refinement.

6.2 Reporting and Review

Pupil progress is reported to parents through:

- Termly reports and parent consultations
- Annual 'Report to Parents' reviewing wider achievements

The effectiveness of the curriculum is formally evaluated each academic year and reported to governors.

6.3 Ofsted Expectations

Curriculum provision is aligned with the three core components of Ofsted's Quality of Education judgement:

- **Intent:** The curriculum is ambitious, well-planned and inclusive.
- **Implementation:** Teaching is effective and supports memory and understanding.
- **Impact:** Pupils achieve well and are prepared for the next stage of education.

We use Ofsted research reviews to inform subject-specific curriculum practice.

7. Roles and Responsibilities

7.1 Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT are responsible for:

- Setting curriculum priorities and vision
- Ensuring statutory compliance
- Allocating resources and staffing
- Monitoring and evaluating curriculum effectiveness

7.2 Subject Leaders

Subject leaders are responsible for:

- Long-term and medium-term planning
- Monitoring teaching and outcomes within their subject
- Supporting professional development and improvement

7.3 Teaching Staff

Teaching staff are responsible for:

- Planning and delivering high-quality lessons
- Using assessment to inform teaching
- Participating in curriculum development and review

7.4 Governors

The Governing Body is responsible for:

- Ensuring compliance with statutory requirements
- Monitoring curriculum intent and outcomes

- Holding leaders to account for quality and impact

8. Professional Development

Professional development supports:

- Strong subject and pedagogical knowledge
- Planning and delivering the curriculum effectively
- Meeting the needs of all learners, including SEND and disadvantaged pupils

Staff have access to:

- In-house and external training
- Subject networks and partnerships
- Leadership development (e.g. NPQ programmes)

New staff are supported through structured induction and mentoring.

9. Communication and Stakeholder Engagement

9.1 Pupil and Parent Voice

We seek feedback on curriculum experience through:

- Pupil voice activities and school council
- Parent questionnaires and forums

This feedback shapes improvement actions and enhances curriculum relevance.

9.2 Curriculum Information

In line with statutory obligations, all curriculum information is published on the school website, including:

- Subject overviews
- Curriculum maps
- Details of KS4 transition and careers education

Parents are kept informed through:

- Curriculum evenings
- Newsletters
- Regular updates on themes and topics

10. Review and Policy Monitoring

This policy is reviewed annually or earlier if required by changes in legislation or national guidance.

The review process:

- Takes account of evidence from pupil outcomes and stakeholder feedback
- Is led by the SLT and curriculum leads
- Is approved by Governors and shared with staff

References

- Department for Education (2014). *The National Curriculum in England: Framework Document*
- Department for Education (2022). *The Power of Music to Change Lives: A National Plan for Music Education*
- Ofsted (2022). *Education Inspection Framework*
- Education Act (2002)
- Equality Act (2010)
- SEND Code of Practice (2015)
- School Information Regulations (2012)
- Education Endowment Foundation (EEF) – Various Guidance Reports

This policy ensures that the school delivers a rich, inclusive and challenging curriculum for pupils in KS2 and KS3, forming a strong foundation for educational and lifelong success.