

Curriculum Policy 2025 – 2026



Date ratified by Local Governing Body	Awaiting ratification
Cycle	Annually
Review date	2027

Mission and Values

Our Mission is to ensure all learners are empowered through access to a broad range of skills, qualifications and experiences to become independent, respectful and informed citizens who exceed their personal and academic potential.

Our Vision is based upon the principle of '**Successful Learners, Collaborative Community**'.

- **Successful Learners** receive the highest standard of education in a challenging, engaging, supportive and highly inspirational environment as a result of which they develop a love of lifelong learning.
- **Collaborative Community** - we all share a passion for, and a commitment to, the community we serve. We work together to contribute positively to the school and wider community.

Our Values underpin all that we do as a school and are brought to life in all areas of our organisation.

Work Hard: Our curriculum is intentionally constructed to encourage sustained effort, opportunities to demonstrate an outstanding attitude and pride in learning across all subjects.

Show GRIT: We aim to cultivate curiosity and confidence in our learners so that they have the resilience to engage with difficult concepts and bounce back from setbacks.

Aim High: We set uncompromising high expectations for our learners' Attitude to their Learning and offer a rich, demanding curriculum for every learner.

Be Kind: We provide a nurturing, respectful, compassionate culture where classroom struggle is psychologically safe and student's feel like they belong.

Ecclesfield School Curriculum Principles

At Ecclesfield we aim to:

Enable all learners to develop their full potential and acquire skills which will help them to relate successfully to others and to function in a modern world.

Enable all learners to be emotionally and physically healthy, to be responsible, active citizens who respect themselves, others and their environment.

Inspire a passion for lifelong learning in our learners and encourage them to fully embrace the opportunities and experiences that education brings.

Instil in our learners and staff a sense of pride in their own ability, worth and belonging.

All learners are entitled to a curriculum which:

Is broad, balanced, ambitious and creative with opportunities for enrichment.

Is inclusive, challenging and diverse.

Is responsive to individual need through, extension, scaffolding, alternate pathways and additional provisions.

Includes a strong core of numeracy, literacy, Science, RPE, ICT, PE and PSHCE.

Is relevant to today's society. We promote political understanding and sound financial judgement, alongside citizenship, social, moral, spiritual and cultural awareness.

Fosters a sense of belonging by celebrating the diversity and rich cultural heritage of our school community and local area.

We guarantee that to uphold our principles we will:

Put the needs of individual learners above any external accountability measures.

Have a range of progression routes at KS4 (which include our ARC provision) that allow flexibility and ensure that all of our learners can be successful.

Consider individual student needs to inform different pathways and groupings, with special consideration given to our learners with SEND and our learners who are doubly disadvantaged.

Work with parents and learners to provide a structured and supportive programme with clear guidance on the courses available to learners and clarity regarding why they have been placed on a specific pathway.

KS3 - The Ambitious Years at Ecclesfield School

Our Key Stage 3 curriculum is built on the principles of “The Ambitious Years”, a vision championed by education adviser and author Mary Myatt. First introduced through her national training sessions and publications in 2023–2024, this approach reframes KS3 as the intellectual powerhouse of secondary education—not a holding room before GCSEs, but a time for deep thinking, rich content, and character development.

At Ecclesfield, this philosophy underpins our commitment to a curriculum that is ambitious, inclusive, and values-driven, where every student is encouraged to: **Work Hard, Show GRIT, Aim High, and Be Kind.**



Aim High | Work Hard | Show GRIT | Be Kind

KS3 Curriculum



High Challenge, Low Threat



Thoughtful Assessment



“Automatic Doors” for Access



Language-Rich Classrooms



Sequenced and Connected Knowledge



Character Through Curriculum

Our KS3 curriculum is crafted to:

Provide High Challenge and Low Threat. We expect learners to “Think Hard” to improve their understanding within a climate of psychological safety.

Contain Opportunities for Thoughtful Assessment. Assessment is formative, constructive, and meaningful. It informs teaching and supports progress by having a focus on core concepts, skills and vocabulary.

Provide “Automatic Doors” for Access. Our curriculum is designed to be open to all. We remove barriers, not lower standards. All our learners study all subjects at KS3.

Be Driven by Language-Rich Classrooms. Reading, writing, and oracy are integral to every subject, helping learners express ideas confidently and communicate articulately. All topics in every subject have key vocabulary identified, which learners are explicitly taught to use.

Have Thoughtfully Sequenced and Connected Knowledge. Ideas build over time. Our curriculum has a spine of core concepts, we ensure progression by making explicit learning links between these concepts and providing structured opportunities for retrieval.

Build Character Through Curriculum: Learning isn’t just about facts—it’s about developing empathy, independence, and pride in doing difficult things well. We have developed an Ecco Character Curriculum to encourage our learners to become socially responsible global citizens.

KS3 Alternative Learning Pathway (ALP)

The ALP provision is for the 15 learners in each KS3 cohort who have the highest academic need and therefore require intervention to make accelerated progress. The KS3 Alternative Learning Pathway is a curriculum pathway that sits within our mainstream provision. It is designed to provide additional literacy and numeracy support to learners who are significantly behind the 'Expected Standard' when coming to us from primary school. ALP learners are taught literacy and numeracy lessons by primary trained specialists whilst having the remainder of their curriculum taught by secondary subject specialists. **The aim is for all learners to make accelerated progress and close the attainment gap between them and their peers.**

Purpose & Principles

Rooted in the philosophy of Mary Myatt's ambitious years and aligned with our whole-school values, the pathway is designed to:

Provide access to a broad, balanced, and knowledge-rich curriculum in line with the core knowledge covered by their peers

Create a low-threat, high-support environment where confidence can grow.

Offer targeted time for literacy and numeracy, supporting reading fluency, comprehension, and foundational maths skills.

Maintain high expectations; scaffolding learning without narrowing entitlement.

How It Works

Smaller class sizes enable greater individual attention and a calmer learning atmosphere.

The breadth of learning (English, maths, science, humanities, arts, languages) is retained, with adaptations in delivery, not core content.

Additional literacy and numeracy sessions allow learners to revisit, reinforce, and apply essential, transferable skills.

"Curriculum access should be like an automatic door—not something you have to knock on and prove you're worthy of."

— Mary Myatt

The Outcome

Our aim is to empower learners on the alternative pathway to.

Make accelerated literacy and numeracy progress to close the attainment gap with their peers.

Rejoin mainstream groups when ready, with confidence and continuity.

Progress to KS4 equipped with the same core subject knowledge and cultural capital as their peers.

Know that their effort and progress matter as much as academic achievement.

Welcome and Engage curriculum:

The Welcome Pathway is designed to welcome our most vulnerable Y7 learners into Ecclesfield School with a bespoke transition offer that provides opportunity for assessment, intervention, and relationship building, before joining one of our mainstream KS3 curriculum pathways.

The Engage Pathway offers our Y7-Y9 learners the opportunity of a 10-week circuit break with a bespoke package of assessment and intervention, to support them to successfully reintegrate and improve their learning journey in our mainstream KS3 pathways.

Purpose and Principles

Provide access to a broad, balanced, and knowledge-rich curriculum in line with the core knowledge covered by their peers

Create a low-threat, high-support environment where confidence can grow.

Offer targeted time for literacy and numeracy, supporting reading fluency, comprehension, and foundational maths skills.

Maintain high expectations; scaffolding learning without narrowing entitlement.

Intervention opportunities and threaded throughout the pathway to support student behaviour, development, and belonging.

How it Works

Smaller class sizes enable greater individual attention and a calmer learning atmosphere.

A bespoke learning space away from mainstream school allows for a bespoke learning environment, including a safe space.

Full time support from an Academic Intervention Mentor to support with learning and regulation.

The breadth of learning (English, maths, science, humanities, arts, languages) is retained, with adaptations in delivery, not core content.

Additional literacy sessions allow learners to revisit, reinforce, and apply essential, transferable skills.

Specialist teaching staff (SENDCo for English and primary specialist for maths) to support literacy and numeracy needs.

The Outcome

Our aim is to empower learners on the Welcome pathway to:

Make accelerated literacy and numeracy progress to close the attainment gap with their peers.

To feel prepared to enter mainstream learning and be emotionally ready to learn.

Integrate into mainstream groups after half term 1, with confidence and strategies to support them.

Know that their effort and progress matter as much as academic achievement.

Feel a sense of belonging to Ecclesfield School and have a network of trusted adults.

Our aim is to empower learners on the Engage pathway to:

Make accelerated literacy and numeracy progress to close the attainment gap with their peers.

To feel prepared to enter mainstream learning and be emotionally ready to learn.

Manage their emotions better and be equipped with strategies and techniques to do so.

Reintegrate into mainstream groups after 10 weeks, with confidence and strategies to support them.

Know that their effort and progress matter as much as academic achievement.

Feel a sense of belonging to Ecclesfield School and have a network of trusted adults.

KS3 Lesson Allocations

Teaching hours per fortnight.

Year 7	English	Maths	Science	PE	RPE	PSCHE	Geography	History	MFL	Art	Drama	DT	Music
ALP	**14	**10	5	4	2	2	1	1	2	2	2	3	2
Mainstream	9	7	5	4	2	2	3	3	4	2	2	3	2

Year 8	English	Maths	Science	PE	RPE	PSCHE	Geography	History	MFL	Art	Drama	DT	Music
ALP	**13	**9	5	4	2	2	2	0	2	2	2	3	2
Mainstream	8	8	5	4	2	2	3	3	4	2	2	3	2
Engage	8	7	5	0	2	2	2	0	0	2	0	2	0

Year 9	English	Maths	Science	PE	RPE	PSCHE	Geography	History	MFL	Art	Drama	DT	Music	COPE
ALP	7	7	9	2	2	2	3	0	0	2	2	3	2	7
Mainstream	7	7	9	2	2	2	3	3	4	2	2	3	2	0

** Includes extra hours for catch up literacy and numeracy

KS4 at Ecclesfield School

At Ecclesfield School, our Key Stage 4 curriculum is a purposeful, ambitious continuation of the strong foundations built in Key Stage 3. In line with the national curriculum and best practice guidance from the Department for Education (DfE) and Ofsted, our KS4 programme provides a **broad, balanced, and knowledge-rich education** that equips every student for the **opportunities, responsibilities, and experiences of adult life**.



Aim High | Work Hard | Show GRIT | Be Kind

KS4 Curriculum



Curriculum Coherence



Breadth and Depth



Rigorous Academic Challenge



Thoughtful Assessment



Character and Personal Development



Preparation for the Future

Our KS4 Curriculum is Crafted to:

Provide Curriculum Coherence: Subjects are thoughtfully and logically sequenced to deepen understanding, connect knowledge from KS3 to KS4 and preparing our learners for P16.

Offer Breadth and Depth: A strong core of English, Maths, Science, PSCH, RPE and PE is enriched by subjects from the arts, humanities, languages, and vocational areas.

Provide Rigorous Academic Challenge: Every subject encourages learners to think critically, be creative, and take responsibility for their own learning.

Be Thoughtfully Assessed: We use assessment to inform teaching, support progress, and build confidence, not just to rank learners and produce estimates.

Build Character and Personal Development: Through the taught Ecco Character Curriculum and wider experiences, learners build qualities including confidence, resilience, active citizenship, and an appreciation of diversity.

Prepare our Learners for their Future: Our PSHCE, RPE, Careers Support programme, and Ecco Character Curriculum provide learners with the tools to navigate adulthood with integrity, ambition, and empathy.

KS4 Pathways

We offer 5 different pathways for learners at KS4, including 2 pathways within our ARC provision.

The purpose of the 5 pathways is to ensure that all of our learners are provided with the appropriate level of challenge and support to ensure their success.

Year 9 learners, and their parents will be supported through the options process in the following ways:

- Assemblies
- Parent Information / Meet the Tutor Evenings
- SODA
- Options Evening
- Options Booklets

All communications about the Options process, including a timeline for the year and the finalised options for learners, will be shared using Class Charts.

Learners on the **Red** and **White** Pathways will achieve a minimum of 8 KS4 qualifications.

Learners who are selected to study Triple Science, will achieve 9 KS4 qualifications.

Learners who opt to study the Statistics / Further Maths option will 9 KS4 qualifications.

There may be some learners who take Triple Science in combination with Statistics / Further Maths option, they will achieve 10 KS4 qualifications.

Red Pathway

Our Red Pathway is the most academically demanding pathway and leads to learners achieving the EBacc*. Learners will be selected to follow this pathway if they meet 2 or more of the following criteria:

Their average KS2 SAT Scores for Literacy are above 110.

Their reading age at the end of year 8 is 12 or above.

Their AtL in MFL is motivated or outstanding.

They have achieved well in their MFL DART assessments.

Based on your class work, their teacher believes they are capable of achieving a grade 4+ GCSE in MFL

White Pathway

Our white pathway also offers learners the opportunity to achieve the EBacc if they'd like to, alternatively they can opt for more vocational qualifications.

*What is EBacc?

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides learners with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

Green Pathway

Our Green Pathway is the continuation of the KS3 ALP curriculum. On this pathway, learners will complete 7 KS4 qualifications and will also follow our COPE* curriculum.

*What is the COPE curriculum?

The COPE curriculum is designed to provide extra support to our learners and lead to them achieving AQA Unit Awards in areas such as: personal finance, citizenship, exam preparation, mental wellbeing, health and P16 College applications.

The COPE curriculum will guide our learners to make the correct choices at KS4 and Post 16 through a program of: assemblies, SODA, COPE, information booklets, 1:1 options meetings and an options evening. These all align closely with our careers and post-16 options programs on Uni-Frog.

KS4 Lesson Allocation

Hours per fortnight

Year 10	Red Pathway	White Pathway	Green Pathway	Thrive	Aspire
English	9	9	9	7	6
Maths	8	8	8	7	5
Science	11	11	11	7	4
Core PE	2	2	2	0	2
Life (RPE & PSHCE)	2	2	2	2	2
Option 1	6	6	6		
Option 2	6	6	6		
Option 3	6	6	6		

MFL

Humanity

COPE

Year 11 (25/26)	Black Pathway (Removed from 24/25)	Red Pathway	White Pathway	Green Pathway	PLP (changed to Thrive from 25/26)	Bridge (changed to Aspire from 25/26)
English	9	9	9	9	7	6
Maths	9	9	9	9	7	5
Science	9	9	9	9	7	4
Core PE	2	2	2	2	0	2
Life (RPE & PSHCE)	2	2	2	2	2	2
Option 1	5	5	5	5		
Option 2	5	5	5	5		
Option 3	5	5	5	5		
Option 4	5	5	5	5		

MFL

Humanity

COPE

Triple Science

Year 11 (From 26/27 onward)	Red Pathway	White Pathway	Green Pathway	Thrive	Aspire
English	9	9	9	7	6
Maths	8	8	8	7	5
Science	11	11	11	7	4
Core PE	2	2	2	0	2
Life (RPE & PSHCE)	2	2	2	2	2
Option 1	6	6	6		
Option 2	6	6	6		
Option 3	6	6	6		

MFL

Humanity

COPE

Subject Level Curriculum Expectations

Required Documents

Documents marked * must be available on the school website and updated in July every year.

*Curriculum Intent

Identifies the ethos and a clear set of aims for their curriculum. [RPE example](#)

*Curriculum Overview

Identifies the topics covered each year with a list of the core knowledge and skills in each topic. This does not require much detail. [RPE example](#)

Long Term Plans (see the curriculum matrix)

Those that teach their subject in both KS3 and KS4 have developed a 5 year curriculum pathway that illustrates the central threads that run through their subject and identifies how core concepts are developed and revisited over time.

For subjects taught at KS4 only, there is a 2 year pathway, with references to core concepts delivered by other subjects at KS3.

Overview for each topic (see the curriculum matrix)

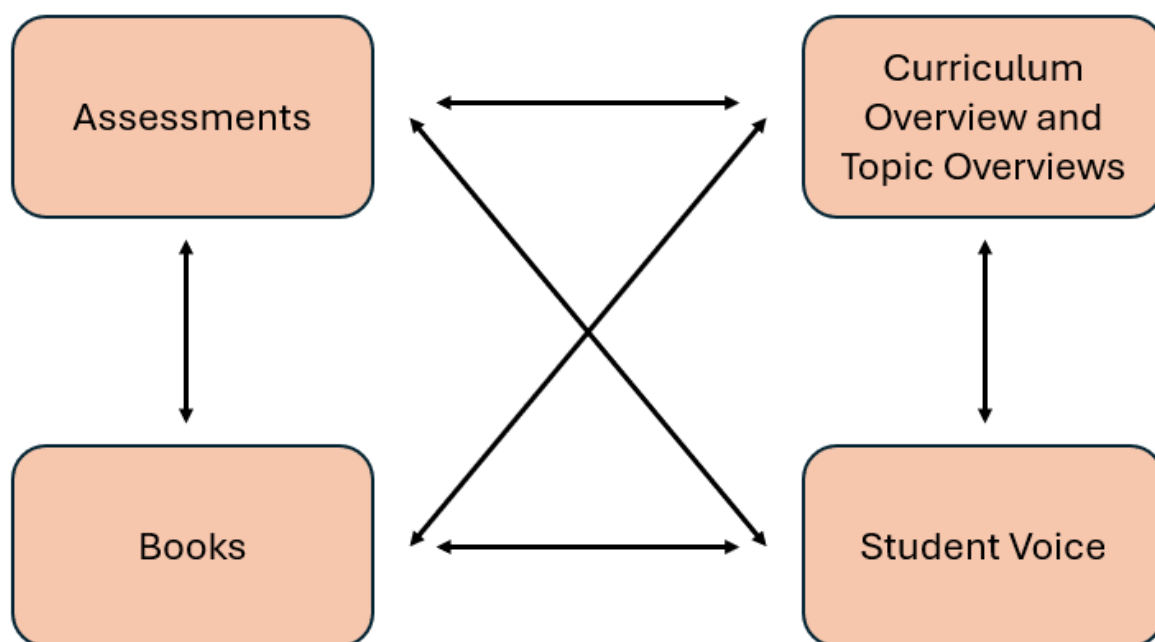
Scheme of Learning (see the curriculum matrix)

Breaks down the topic into a series of outcomes.

Assigns outcomes to lessons.

Mandates certain aspects of how each lesson should be taught.

The implementation of subject level curriculum across all pathways is quality assured by identifying alignment and consistency using the following model:



This model is used by curriculum leaders and the AHT (Curriculum).

Curriculum Matrix

Principles	Long Term Plans (5 Year Plans)	Topic Overviews	SOL
High Challenge Low Threat / Rigorous Academic Challenge	The topics in KS3 are designed to build on the core concepts from KS2 and provide opportunities to develop the skills and knowledge required for KS4 success. Key themes that are identified as traditionally challenging or weak areas are thoughtfully sequenced. (taught nearer to exams? Broken down and revisited over time? Taught next to other closely aligned topics?) The core concepts to be taught are deliberately selected and their mastery is prioritised.	Identifies the core concepts and extend knowledge and skills.	Mandate extension tasks and resources that provide opportunities for learners to encounter challenging, texts, sources, problems or scenarios. (teaching staff have the autonomy to identify what scaffolding is appropriate for the individual learners in their teaching groups) Specify the academic language (tier 3 subject specific language and terms from the Ecco Academic language list) that is to be used. Mandate the use of departmental definitions for tier 3 terms and the school wide definitions for tier 2 academic language. Are clear on how and when whole class scaffolding should be reduced / removed.
Thoughtful Assessment	Summative assessments are included as part of the curriculum sequence. The outcomes and feedback from summative assessments are used to evaluate and if required restructure the sequence of themes in Long Term Plans. At KS4 and KS3, assessments mimic the requirements of the KS4 course by including the correct balance of AO and synoptic elements. Time is factored into the curriculum to accommodate the need to close knowledge gaps, address misconceptions and support the mastery of core concepts.	Identifies how and when the content will be assessed.	SOL are explicit about what core knowledge and skills must taught and formatively assessed during each lesson. SOL identify which tasks are to be used for summative assessment and there is standardised guidance on how they should be marked. The guidance for this is such that the support WAGOLs and scaffolds that all learners receive when preparing for this task are consistent and identical. SOL identify hinge questions and tasks that must be used to identify whether the extend material is taught or whether more time should be spent embedding the core knowledge and skills. SOL mandates tasks and questions that are designed to draw out known misconceptions
Sequenced and connected knowledge / curriculum coherence / breadth and depth	The topics in KS3 are designed to build on the core concepts from KS2 and provide opportunities to develop the skills and knowledge required for KS4 success. Clearly show that the course is a 5 year / 2 year journey with key themes throughout. The curriculum is designed to promote the retention and mastery of core concepts. This is achieved by thoughtfully sequencing topics to promote spaced learning and providing frequent opportunities for the retrieval and development of core concepts. The curriculum, clearly identifies that the requirements of the national curriculum have been met. Key themes that are identified as traditionally challenging or weak areas are thoughtfully sequenced. (taught nearer to exams? Broken down and revisited over time? Taught next to other closely aligned topics?) Horizontal connections (between subjects) are taken in to account when sequencing topics and the delivery of core concepts.	The "Builds on" and "Next Steps" sections describe the specific core knowledge and skills that are required in future (named) topics or have been developed in previous (named) topics.	The SOL mandates how learners should be made aware of how the current topic fits in with and links to other aspects of the curriculum. The SOL is designed to make full use of the retrieval opportunities provided by the sequencing and spaced nature of the curriculum. The SOL is explicit about what previously taught core concepts should be formatively assessed via "Do Now" starters, and that, although any identified misconceptions and gaps must be addressed, this should be done at pace to avoid repetition that would disengage learners. The SOL makes teaching staff aware of how the content links to other topics and other subjects and mandates that this should be made clear to learners.
Language-Rich Classrooms	Ensures that learners have opportunities to revisit and embed tier 3 subject specific terminology and a range of Ecco Academic Language. Ensures that learners are exposed to a range of quality texts for different themes.	Specify the academic language (tier 3 subject specific language and terms from the Ecco Academic language list) that is to be taught and used.	Mandate the use of agreed subject wide definitions for tier 3 terms and the school wide definitions for tier 2 academic language. Specify the methodology for introducing and embedding the use of tier 3 language and Ecco Academic language. Specify the use of departmental scaffolding strategies for reading, writing and oracy, which align with the subject literacy strategy. Identify the specific quality texts that must be used in a lesson and their purposes.
Character and Personal Development / Preparation for the Future	Provide an opportunity for Gatsby Benchmark 4 to be met at least once every year. (These should be clearly identifiable) Provide opportunities to link your subject to all/some of the 9 protected characteristics every year. (These opportunities should be clearly identifiable) Provide opportunities to link your subject to all/some of the 5 British Values every year. (These opportunities should be clearly identifiable) Designed to be inclusive and representative. Designed to take full advantage of the opportunity to develop the financial education, digital literacy, media literacy and oracy skills of learners when the opportunity arises.	Identifies how the topic links to protected characteristics, Gatsby and British Values. Identifies the hinterland for the topic. (Why it is taught)	Specify that activities that everyone must complete in order to meet Gatsby Benchmark 4. Specify that activities that everyone must complete so that they can explore how the content relates to the 9 protected characteristics and 5 British Values.
Automatic Doors for Access			Mandate the methods that must be used department wide for demonstrations or problems (eg changing the subject of equations, calculating percentages, throwing a shot-put, drawing a graph) Specify how learners should be made aware of the aims of the lesson, ie what they are doing and why. Signpost effective methods for scaffolding and are clear on how / when scaffolding should be reduced. Should ensure that cultural capital and life experiences are not a barrier to success. (when giving analogies and examples, thought must to be given to the limited life experiences of learners)

Work Hard Be Kind Aim High Show GRIT

Roles	Responsibilities
Headteacher	Provide strategic leadership and vision for the whole school curriculum. Ensure the curriculum is broad, balanced, inclusive, and meets statutory requirements. Monitor and evaluate the impact of the curriculum on pupil outcomes. Ensure curriculum equity and access for all pupils
Deputy Headteacher (Q of E)	Oversee the design, implementation, and evaluation of the curriculum. Lead on curriculum intent, implementation, and impact across all key stages. Support curriculum leaders in developing subject-specific pedagogy. Monitor teaching quality and curriculum delivery through Deep Dive and QA processes. Analyse data to ensure curriculum effectiveness and pupil progress.
Deputy Headteacher (Inclusion)	Work with the SENDCO to ensure the curriculum is accessible and inclusive for all learners, including those with SEND, EAL, and disadvantaged backgrounds. "Automatic-Door" Principle. Monitor the progress of vulnerable groups and the intervention process. Promote equity and the removal of barriers to learning within the curriculum.
Assistant Headteacher (Curriculum)	Lead on curriculum planning, sequencing, and timetabling. Support subject leaders in curriculum mapping and long-term planning. Use QA systems (Deep Dive, SIP visits and Every Lessons) to ensure that subject level curriculums meet the whole school expectations. Intervene and provide support where this is not the case. Work alongside the AHT (PD) and curriculum leaders to develop, embed and QA the Ecco Character Curriculum. Work alongside the AHT (PD) to track curriculum based coverage of PSHCE themes to ensure that each strand has coverage for all learners. Coordinate curriculum reviews and audits. Lead CPD related to curriculum development.
Assistant Headteacher (T&L and CPD)	Drive high-quality teaching practices that support curriculum delivery. Monitor and support the implementation of the agreed school wide teaching strategies. Work alongside the AHT (Curriculum) to schedule curriculum CPD as necessary.
Assistant Headteacher (Outcomes)	Analyse and interpret assessment data to evaluate curriculum impact. Identify trends and gaps in pupil performance across subjects. Work with curriculum leaders to address underperformance. Lead on strategies to raise attainment and progress. Report on curriculum outcomes to SLT and governors.
Assistant Headteacher (ARC, AP and PP)	Evaluate and oversee curriculum provision for pupils in the ARC and Alternative Provision. Monitor the progress and engagement of Pupil Premium learners. Liaise with external agencies to support curriculum access

Roles	Responsibilities
Assistant Headteacher – PD	<p>Work alongside the AHT (Curriculum) to develop, evaluate and embed the Ecco Character Curriculum.</p> <p>Work alongside the AHT (Curriculum) to track curriculum based coverage of PSHCE themes to ensure that each strand has coverage for all learners.</p>
SENDCO	<p>Play a central role in QA systems (Deep Dive, SIP visits and Every Lessons) to ensure that subject level curriculums meet the whole school expectations. Work alongside the AHT (Curriculum) and DHT (Inclusion), to intervene and provide support where this is not the case.</p> <p>Ensure the curriculum is adapted to meet the needs of pupils with SEND.</p> <p>Support teachers in implementing EHCP targets through curriculum planning.</p> <p>Monitor the progress of SEND pupils and adjust curriculum access accordingly.</p> <p>Provide training and resources to staff on inclusive curriculum practices.</p>
Curriculum Leaders	<p>Design, implement and QA a high-quality curriculum that meets the whole school expectations for their subject area.</p> <p>Ensure curriculum progression, coherence, and alignment with national standards.</p> <p>Monitor teaching and learning within the subject.</p> <p>Analyse subject-specific data and lead improvement strategies.</p> <p>Provide subject specific CPD and support to colleagues</p>
Lead Teachers	<p>Support their Curriculum Leader to design and implement a high-quality curriculum that meets the whole school expectations for their subject area.</p>
Class Teachers	<p>Deliver the curriculum effectively and accurately. Provide additional scaffolding to meet the needs of all learners.</p> <p>Plan lessons that align with curriculum intent and progression.</p> <p>Assess pupil understanding and use data to inform teaching.</p> <p>Contribute to curriculum development through feedback and collaboration.</p> <p>Promote a love of learning and subject enthusiasm.</p>