Theale Green School

Curriculum Statement

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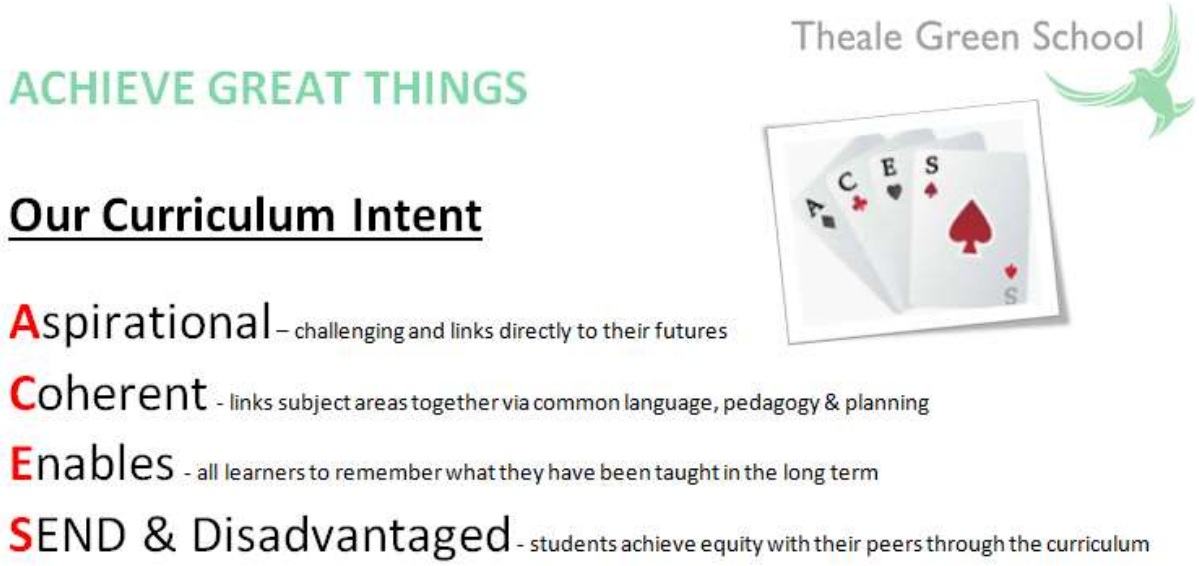
Introduction

Theale Green School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life. We believe that learning should be enjoyable and a lifelong process through which students can achieve their potential.

Our curriculum is underpinned by "ACES" to allow students to meet the needs of young people in Theale preparing them for adult and working life in the 21st century. *We want our students' learning experiences to be rich, broad and balanced, building on their prior experiences.*



1. TGS Curriculum Intent: "transforming lives through learning"

Our curriculum has been developed, and is still being developed over time, as a collaboration across the school involving every member of the school community. We recognise that students need a balance between feeling supported yet challenged, to allow them to make the best possible progress between years 7 and 13. This includes ensuring that our curriculum builds on prior knowledge to avoid wasted learning opportunities. All departments have spent time developing their own subject intent, using the National Curriculum as a platform for this.

We have planned our curriculum to be coherent by encouraging common language and pedagogy across departments whilst ensuring topics are sequenced appropriately. Our curriculum is shared with students, staff and parents and consists of one Big Idea each term. These are designed so students all have 5 or 6 key concepts or knowledge that must be learned and understood by all (Achieve). We are developing how we use Prepare to support our students to access the Achieve elements; once students can comfortably Achieve, we aim to foster the thirst for learning by encouraging our students to then move to the Explore learning. We aim for this to support differentiated learning for all. Coherent and supportive assessments are then designed to incorporate these key concepts or knowledge.

Prepare	Achieve (all)	Explore

We have arranged our curriculum so it acts as a continuum through years, with explicit links between Key Stages that are referenced with credibility and robust understanding by teachers.
We use these to ensure our students can remember in the long term content they have been taught. It is important that what is offered at KS4 is explicitly experienced at KS3 to avoid taster day scenarios as standalones.

We want our students to all have opportunities and experiences that will broaden them as individuals. This includes developing TGS Values and builds character as inherent, including strong soft skills and strong digital literacy skills. We ensure that Health and Fitness is encompassed as a theoretical and practical subject. We strongly value our students to actively contribute in school life; develop their personal projects and develop alternative role models.

We want students to understand how their learning will link to their futures from the outset; this is done through classroom learning as well as external links to provide an opportunity to look outwards.

It is important to acknowledge that our curriculum is still evolving, and it is important it does so, in order to meet the ever changing demands of 21st century Britain.

2. Legislation and advice

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. The curriculum outcomes

In addition to fulfilling statutory requirements the curriculum of Theale Green School is based on the following characteristics

Breadth: Students study courses based on the National Curriculum at Key Stage 3, and a flexible options programmes in year 9 as well as Post 16. We ensure that students experience a wide variety of subjects and do not narrow their curriculum prematurely. A range of teaching and learning styles is to be encouraged, to ensure a richness of educational environment that enhances the experience of students. The curriculum should help students to develop skills of Reading, Writing, Communication and Mathematics and Digital Literacy effectively.

Balance: Each area of learning is given appropriate attention in relation to others and to the curriculum as a whole. This is reviewed annually to ensure students receive sufficient time to access those subject areas. This includes sound guidance with option systems and the monitoring of cross curricular experiences.

Relevance: The curriculum content is made relevant by linking what is learnt to students' own experiences. Opportunities are sought to develop schemes of work which facilitate these links, involving experiences both inside and outside the classroom. Career aspirations should be fostered and supported through the careers and enterprise opportunities. Furthermore, the curriculum should lead to qualifications that are of worth for employers and for entry to higher education.

Differentiation: Students are offered experiences carefully matched to their developing abilities, their aptitude and individual needs. Students are taught mostly in mixed ability groups, which reflect their abilities in a range of subject areas, in order to allow sufficient differentiation of the curriculum to meet the individual needs of students. All teachers follow the Prepare – Achieve (all) – Explore differentiation progression when delivering curriculum content.

Curriculum development – our curriculum will continue to evolve. The embedding of symbols in our curriculum and learning opportunities are important. We will use SEND work scrutiny, student and staff voice to feed in to how we can further refine our learning journey from year 7 - 13.

Progression and Continuity: Effective transition from Key Stage 2 to secondary education requires careful planning. Work undertaken at each stage is based on the previous achievements. Our policy is therefore, to use assessment as a formative mechanism to ensure progression. Personal target setting by the student is fundamental to this. Each subject area operates carefully defined schemes of work which have given due consideration to this issue to ensure that students are offered material appropriate to their age and ability. Courses at Post 16 are offered to ensure progression from GCSE and other courses in a wide range of areas.

4. Roles and responsibilities

The Head teacher will ensure that:

a. All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

b. The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
c. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
d. The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
e. The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
f. The governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

g. It considers the advice of the Head teacher when approving this curriculum policy.
h. Progress towards annual statutory targets is monitored.
i. It contributes to decision making about the curriculum.

The Deputy Headteacher (Curriculum) will ensure that:

j. They have an oversight of curriculum structure and delivery and within key stages.
k. Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
l. Schemes of learning are monitored and reviewed on a regular basis.
m. Levels of attainment and rates of progression are discussed with Subject Leaders on a regular basis and that actions are taken where necessary to improve these.

5. Monitoring, evaluation and review

The Governing Body will receive an annual report from the Head teacher on:

a. The standards reached in each subject compared with national and local benchmarks.
b. The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1 – Curriculum Structure (from 2025)

Curriculum Structure: (from 2025)

Theale Green School operates a 50-hour fortnightly timetable. The table below shows the allocation of time in hours given to each area of the curriculum in each year group

Key Stage 3 Subjects	Y 7	Y 8	Y 9	Key Stage 4 Subjects	Y10 & 11
English	7	7	7	English	8
Mathematics	6	6	6	Mathematics	8
Science	6	6	6	Science (Combined) Science (Triple)*	9 14
French	4	3	3	PE	4
Spanish	0	2	2	RSHE	1
PE	5	4	4		
Art and Technology	4	4	4	*Option Choice 1	5
History	4	4	4	*Option Choice 2	5
Geography	4	4	4	*Option Choice 3	5
Religious Studies	2	2	2	*Option Choice 4	5
Performing Arts (Music and Drama)	4	4	4		
RSHE	2	2	2		
Computing	2	2	2		
	50	**50**	**50**		**50**

Key Stage 4 options courses include GCSEs in Fine Art, 3D Art, Business Studies, Computer Science, Drama, Economics, French, Geography, Graphics, History, Hospitality and Catering*, Music, PE, Photography, Religious Studies and Spanish.

*L2 Award

Applied Vocational learning includes ASDAN, the AQA Unit Award Scheme and the Level 2 Award in Hospitality and Catering.

Students are encouraged to select subjects that would allow them to achieve their very best in Attainment 8 and Progress 8 measures. To that end, students are strongly advised to take History or Geography as their option choice and, where appropriate, French or Spanish as an MFL choice. All students will study and be examined in GCSE English Language, English Literature, Mathematics, at least two Science subjects plus four option subjects.

Religious Studies is an important subject and retains a high profile within our Options process. Additionally, in Key Stage 4 it is taught as part of the pastoral curriculum, and complemented by focus events and explicit link lessons across subject areas coordinated by Heads of Department.

Key Stage 5

To follow a course in our Sixth Form, students are advised that they should achieve at least 5 or more qualifications at grades 5 - 9 including English and Maths at the end of Year 11.

Programmes are offered at Advanced Level and at Level 3 Applied Learning (Vocational). Examples of Vocational courses include Btec Travel & Tourism; Health & Social Care; Sport