



CURRICULUM POLICY

BRAMHALL HIGH SCHOOL

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CURRICULUM INTENT

At Bramhall High School, we continually strive to improve our curriculum for all students. Our aim is to foster a love of learning, ensuring that every student is equipped with the knowledge and skills required to succeed in future life. Each student embarks on a carefully planned learning journey, beginning in Year 7 and building on Key Stage 2 experiences through to Year 11 and beyond.

We want our students to leave with the knowledge, skills, and resilience that will not only open doors to excellent life opportunities but also prepare them fully for life beyond school. This aligns with our vision: **“Every Student, Every Subject, Every Grade.”**

All subjects follow the National Curriculum programmes of study. Further information can be found at: www.gov.uk/government/collections/national-curriculum

At Bramhall High School, students will:

- Experience a broad, deep, and knowledge-rich curriculum
- Have high expectations for behaviour and achievement
- Build strong character
- Develop culturally, socially, morally, mentally, and physically

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A BROAD, DEEP AND KNOWLEDGE-RICH CURRICULUM

Our curriculum enables students to achieve high standards and make excellent progress. At Key Stage 3, students follow a broad curriculum structured around a clear learning journey, ensuring deep understanding across subjects. Opportunities for recall and retrieval practice are embedded to secure long-term learning.

By Year 9, many students develop clear preferences in subjects. Offering choice at this stage promotes engagement and improved outcomes.

At Key Stage 4, courses are carefully sequenced to ensure thorough understanding and preparation for external examinations, providing strong foundations for progression.

OUR CURRICULUM:

- Provides a broad and balanced education that is coherently planned and sequenced
- Builds on prior knowledge and supports future progression
- Leads to meaningful qualifications for employment and further education
- Enables all students to fulfil their potential
- Meets the needs of students of all abilities
- Promotes respect and appreciation of different cultures
- Prepares students for participation in a global economy
- Supports informed decision-making throughout education
- Encourages curiosity, critical thinking, and rational debate
- Develops knowledge, understanding, and transferable skills
- Supports spiritual, moral, social, and cultural development
- Promotes physical health and well-being
- Encourages positive attitudes towards learning
- Ensures equal access and appropriate challenge for all
- Embeds high academic, vocational, and technical ambition
- Provides essential cultural capital for success in life

HIGH EXPECTATIONS FOR BEHAVIOUR AND ACHIEVEMENT

We are an inclusive and ambitious school with high expectations for all students. Through our Behaviour for Learning policy, students understand expectations, consequences, and respect for differences. Alongside academic learning, we encourage students to become enthusiastic, independent, and respectful learners with high aspirations.

BUILDING CHARACTER

We are committed to enhancing students' life chances and aspirations by providing an extensive enrichment programme that develops well-rounded individuals. Opportunities include:

- Music provision
- 55 sports teams
- Drama clubs and productions
- The Duke of Edinburgh Award
- Clubs including Science, Chess, and Creative Writing
- Educational visits (e.g., Battlefields, Berlin, Barcelona, Paris, Madrid, Ski trips)
- UK trips (e.g., Lake District, Oxford University, STEM visits)
- Community engagement
- Student leadership opportunities

CULTURAL, SOCIAL, MORAL, MENTAL AND PHYSICAL DEVELOPMENT

Our Personal Development programme plays a central role in preparing students for modern Britain. It enables students to make connections between their learning and real-world contexts, encouraging participation in cultural, sporting, and charitable activities. Partnerships with local and national businesses further enrich the curriculum.

SECURING FOUNDATIONS FOR PROGRESSION

We ensure students are well-prepared for further education and employment pathways. Careers education begins in Year 7 and aligns with the Gatsby Benchmarks. Key features include:

- Careers information and guidance
- Drop-down days and careers events
- A structured five-year aspirations programme
- One-to-one careers guidance for all students
- Work experience in Year 10
- Participation in the Greater Manchester Challenge

LEGISLATION AND GUIDANCE

This policy reflects:

- The National Curriculum requirements for maintained schools
- The SEND Code of Practice (2014)
- The Equality Act (2010)
- The Department for Education Governance Handbook

Staff are responsible for implementing the curriculum in line with this policy. Heads of Department sequence knowledge effectively and are held accountable by their SLT link.

CURRICULUM IMPLEMENTATION

The curriculum is carefully planned to build on prior knowledge and prepare students for future learning. Language development and knowledge acquisition are central to planning.

Subject leaders design curricula that promote deep understanding, using strategies such as:

- Interleaving
- Spaced practice
- Retrieval

YEARS 7–9

Students study 13 subjects, including a Modern Foreign Language (Spanish, German, or French). Separate sciences (Biology, Chemistry, Physics) are taught by specialists.

The curriculum:

- Follows a clear learning journey
- Ensures depth of understanding
- Tracks National Curriculum coverage
- Supports pastoral development

YEARS 10–11

Students choose from a range of academic and vocational subjects. The options system:

- Ensures equal access
- Provides flexibility
- Supports progression to post-16 pathways
- Includes both GCSE and vocational qualifications

Learning journeys and long-term plans are available on the school website.

THE RECOVERY PROGRAMME WHEN REQUIRED:

The school ensures:

- A broad and ambitious curriculum for all
- Targeted support for missed learning
- Continued focus on resilience and well-being

Departments continuously review and adapt their curriculum to address gaps in learning.

INCLUSION

Teachers:

- Set high expectations for all students
- Use assessment to plan appropriate challenge
- Support diverse groups, including:
 - More able students
 - Students with low prior attainment
 - Disadvantaged students
 - Students with SEND
 - Students with EAL

Lessons are inclusive and ensure all students can access the curriculum.

LINKS WITH OTHER POLICIES

This policy links to:

- Assessment guidelines
- SEND policy
- Equality objectives
- Teaching and Learning guidelines

ROLES AND RESPONSIBILITIES

Governing Body

Responsible for:

- Monitoring curriculum effectiveness
- Ensuring compliance with statutory requirements
- Supporting curriculum decisions
- Ensuring careers guidance provision

Headteacher

Responsible for:

- Policy implementation
- Ensuring curriculum breadth and balance
- Meeting statutory requirements
- Supporting students with additional needs
- Overseeing assessment and curriculum design

MONITORING ARRANGEMENTS

Monitoring includes:

- Governor meetings and presentations
- Department link meetings
- School improvement audits
- SLT Quality Assurance – which includes knowing where the link departments are up to.

Heads of Department monitor through:

- Planning scrutiny
- Learning walks
- Book scrutiny
- Student voice

The policy is reviewed annually.

DROPPING OR CHANGING KS4 SUBJECTS

Students are expected to complete all chosen subjects. Dropping a subject is only permitted in exceptional circumstances:

1. Significant SEND needs (EHCP)
2. Serious emotional or health issues

All decisions are made by the Headteacher following SLT review.

Students cannot change subjects after 30th September of Year 10 unless in exceptional cases, approved by senior leadership.

ROOM ALLOCATION PROTOCOL

To manage staffing and room use:

- Nomadic teaching is avoided where possible
- Teachers remain within departments where feasible
- Allocation prioritises contact ratio
- Year 7 and Year 11 are prioritised

EXPECTATIONS FOR STAFF

- Classrooms must be left clean and organised
- Shared spaces must be respected
- Nomadic staff should be supported with storage where possible
- Professional conduct must be always maintained

APPENDIX 1

DROPPING OR CHANGING SUBJECTS

Please note that while the below references KS4 the principles can broadly be applied to KS3 with the exception of the requirement for HODs to report back.

Unless there are exceptional circumstances (which are listed below) the option of 'dropping subjects' does not exist. Once a student has opted for a subject in KS4 they are committed to that subject for the duration of the key stage and must be entered for appropriate accredited certification at the end of the key stage. In most cases certification is for GCSE or a vocational qualification, as decided by the Head of Department (HOD). The grading of these subjects (9 to 1 for GCSE and L2 Distinction * to L1 Pass for vocational qualifications) are designed to cover students of all abilities.

It is the responsibility of the teacher, under the direction and support of the HOD, to ensure that the students are engaged in that subject for the whole of the key stage, and that they support the student to achieve their target grade (or higher) in that subject at the end of the key stage. 'Not coping' or 'not enjoying' the subject does not justify the student dropping the

subject. If a student is not coping, or not enjoying a subject, the teacher has a responsibility to deal with this, supported, if necessary, by the HOD. This includes lack of progress resulting from poor attendance. In the case of poor attendance, the teacher should alert the HOD/Head of Year (HOY)/Form Tutor that they have a concern at an early stage before the problem escalates.

There are many strategies to deal with students that aren't engaged and/or coping in a subject. Teachers must start by looking at their own teaching and strategies they use in the classroom. Ultimately, if normal classroom strategies and targeted intervention/support by the teacher don't work, then the normal referral process should be used i.e. referral by the teacher to the HOD for higher level support, including contacting parents, additional time or sessions for catching up missed work. If the problem persists, then the HOD should seek the support of the relevant member of their senior leadership (SLT) link, especially if the problem is caused by poor attendance.

Exceptions

There are two exceptions, which in exceptional circumstances could permit a student to drop a subject. In these situations the student is re-timetabled to a support group:

- If a student has got significant learning difficulties and is on the SEN register (i.e has an EHCP): In this case the Subject Leader/SEND/CO/HOY should refer the issue to the senior leadership link, who will assess whether dropping the subject and re-timetabling for support learning is an option. This assessment should be done in consultation with the Senior Deputy Head (Curriculum and timetabling). The student will then be raised at the next available SLT meeting. The Headteacher* will make the final decision given the all the information presented by the SLT link.
- If a student has significant emotional or health problems, which are affecting the student's ability to achieve in the subject: In this case the Subject Leader/SEND/CO/HOY should refer the issue to the SLT link, who will assess whether dropping the subject and re-timetabling for support learning is an option. This assessment should be done in consultation with the Senior Deputy Head (Curriculum and timetabling). It may be that the student requires a referral for an alternative provision, in which case the SLT responsible for AP should be involved. Once the assessment is completed, the student will be raised at the next available SLT meeting. The Headteacher* will make the final decision.

*If the Headteacher is also the SLT link to the department the decision will defer to the Senior Deputy Headteacher.

Students are not allowed to change subjects in the option blocks after October 10th of Year 10. Even within this period of time a request to change a subject will be treated as an exceptional and unusual request and treated as such because any change of subject will require the student to work hard to catch up on work that they have missed in their new subject. Such requests will be managed by the Senior Deputy Headteacher, working with other senior leaders and pastoral staff. Approval will only be given if the student has a proven record of good work ethic, which will enable him or her to catch up on work missed, and after the situation has been discussed with parents.

From September 2026 the number of students not completing each KS4 subject will be reflected in the school's internal exam analysis.

CHECKLIST

Once a student has opted for a subject in KS4 they are committed to that subject for the duration of the key stage and must be entered for appropriate accredited certification at the end of the key stage.



If a student is not coping, or not enjoying a subject, the teacher has a responsibility to deal with this, supported, if necessary, by the HOD. This includes lack of progress resulting from poor attendance. In the case of poor attendance, the teacher should alert the HOD/Head of Year (HOY)/Form Tutor that they have a concern at an early stage before the problem escalates.



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If a student has significant emotional or health problems, which are affecting the student's ability to achieve in the subject:



In this case the Subject Leader/HOY should refer the issue to the SLT link and/or SENCO, if appropriate, who will assess whether dropping the subject is an option and if they can be housed in an alternative location. This should be done in consultation with the Senior Deputy (Curriculum & timetabling). Once the assessment is completed, the SLT link will present this at the next available SLT meeting.



The Headteacher* will make the final decision. If the Headteacher is the also the Line Manager the decision will revert to the Senior Deputy.