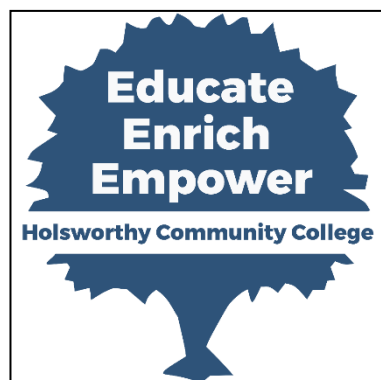


Holsworthy Community College

Curriculum Policy

2026-2028



Document control		Policy Level: School	
Approved by	LSB	Approved Date	1 September 2026
Portfolio	School Improvement	Next review	September 2028
Published Location	School website		
Version Number	Date issued	Author	Update information
1.0	November 2025	A Sweeney	First published version
1.1	September 2026	A Sweeney	

Contents

1. Curriculum aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Organisation and planning	3
5. Inclusion	3
6. Monitoring arrangements	4
7. Links with other policies	4

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills; and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

2. Legislation and guidance

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](#) that we have 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. Roles and responsibilities

3.1 Governance

The Trustees will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science; and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to and that:

- All required 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 pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

All teaching staff, middle and senior leaders will ensure that the school curriculum is implemented in accordance with this policy. Middle and senior leaders will also monitor the curriculum Intent, Implementation and Impact through the school's Quality Assurance procedures.

4. Organisation and planning

Please see our Curriculum Statement of Intent. All curriculum and assessment maps can be found on our website.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with SEN.
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects.

6. Monitoring arrangements

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.
- Heads of faculty/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by planning scrutinies, work scrutinies, learning walks, student feedback, and parent feedback.
- Heads of faculty/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.
- This policy will be reviewed every year by the Head Teacher or designated member of the SLT. At every review, the policy will be shared with the full governing board.