



NITERE PORRO

# Curriculum Policy

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## Curriculum Intent and Principles

At Borden Grammar School, our curriculum intent is rooted in the belief that education should empower students with knowledge, foster deep thinking, and support them in becoming confident, independent learners who are well prepared for life beyond school.

‘The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).’

*(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)*

At Borden Grammar School the curriculum is designed to develop not only knowledge and skills but also the ways of thinking that students need to thrive in school and beyond. We believe that learning is not just about acquiring information – it shapes identities, broadens horizons and raises aspirations. Our aim is for students to achieve independent mastery by the time they leave school. This is supported through carefully designed scaffolding that is gradually removed as learners grow in confidence and competence.

We are committed to providing all students with empowering knowledge — what Matthew Arnold described as “the best that has been thought and said.” Drawing on Christine Counsell’s distinction between core and hinterland knowledge, we ensure that students engage deeply with essential concepts (core) while also exploring the rich, contextual knowledge (hinterland) that brings learning to life and aids memory and understanding.

Language development is central to our curriculum. Students are given structured opportunities to speak, read, and write using academic vocabulary, sophisticated sentence structures, and a formal register. We encourage them to approach learning as a dynamic process: to learn, unlearn, and relearn with curiosity, resilience, and confidence.

Literacy is also embedded across the curriculum through a disciplinary approach. Students are explicitly taught the language, structures, and conventions specific to each subject, enabling them to read, write, and communicate with precision and confidence in every aspect of learning.

We are equally committed to ensuring that this ambitious curriculum is accessible to all students. Through high expectations, inclusive practice, and targeted support, we aim to close gaps and ensure that every learner has the knowledge and skills to thrive. Our curriculum builds cultural capital and promotes social equity, empowering all students to participate fully in academic life and the life of their community.

## Statutory Requirements

This policy reflects statutory requirements for academies to provide a broad and balanced curriculum, as set out in the **Academies Act 2010**. It also takes into account duties relating to **inclusion and equality**, as outlined in the Equality Act 2010 and the **Special Educational Needs and Disability (SEND) Code of Practice 2015**. In addition, it aligns with curriculum-related expectations for governing boards as outlined in the Department for Education's Governance Handbook.

## Entitlement

Every student at Borden Grammar School is entitled to access a broad, balanced, and academically ambitious curriculum, designed to ensure continuity and progression throughout their educational journey. As a grammar school, we are committed to delivering a high-quality academic education for all students. This includes providing access to rich subject content, intellectual challenge, and opportunities that nurture curiosity, scholarship, and independent thought. At the same time, we recognise and respond to the individual needs of our students through targeted support, stretch and challenge, and personalised provision where appropriate. This entitlement applies to all students, regardless of background, prior attainment, or need, and is underpinned by our commitment to inclusion, equity, and high expectations for every learner.

## Curriculum Priority

Our central curriculum priority is to provide a diverse and academically ambitious range of educational opportunities, enabling all students to aspire to and achieve the highest levels of success. In parallel, we aim to develop well-rounded individuals who are equipped with the knowledge, skills, and character needed to thrive in their next stage of education and beyond — whether in higher education, apprenticeships, or the world of work.

Relationship & Sex Education Policy: <https://www.bordengrammar.kent.sch.uk/information/policies>

## Curriculum Purpose & Aims

At Borden, we believe that the best way to prepare students for their next stage of education or for employment is by ensuring that students can:

### Knowledge

- Experience a broad, balanced, relevant, and motivating curriculum that is coherently planned and sequenced to develop cumulatively sufficient knowledge for future learning and employment.
- Develop deep and secure knowledge, understand key concepts, and acquire skills, applying these confidently in relevant contexts.
- Benefit from high-quality teaching delivered by motivated and well-qualified staff committed to their own professional development.
- Gain the knowledge and cultural capital needed to succeed in life.
- Access learning in an environment with high expectations for all, where appropriate challenge and support ensure equity and ambition.
- Follow a curriculum that prioritises a strong academic core, including subjects that form the English Baccalaureate (EBacc).

## Skills

- Engage with a curriculum that encourages them to “think like an expert” in each subject, developing skills in enquiry, problem solving, analysis, risk-taking, and reflection.
- Strengthen their literacy, numeracy, communication, and ICT skills across the curriculum.
- Acquire skills through meaningful and purposeful assessment that supports progression and informs future learning.
- Follow a curriculum that supports continuity and progression, building securely on prior learning and achievement.
- Learn through a range of contexts and teaching approaches, recognising that different students thrive in different learning environments.

## Independence

- Develop positive attitudes towards learning, including motivation, curiosity, and a strong work ethic.
- Build resilience and take increasing responsibility for their own learning.
- Make informed subject choices that support their aspirations and progression pathways.
- Receive regular feedback and support, helping them understand how to improve and take ownership of their progress.
- Become confident, independent learners, equipped with the critical thinking skills necessary for lifelong learning and success.

## Personal Development

- Participate in a coherent and planned Personal Development programme, including learning about mental health and wellbeing, relationships, and responsible citizenship.
- Receive informed and impartial careers advice and guidance, embracing all post-16 and post-18 progression routes.
- Take part in work-related learning experiences relevant to their career interests and future education.
- Understand how to maintain healthy lifestyles and stay safe in a variety of real-world contexts.
- Develop spiritually, morally, socially, and culturally, with opportunities for reflection, discussion, and growth.
- Learn in an inclusive environment that promotes equality of opportunity and meets the needs of all learners.

## Curriculum Implementation

At Borden Grammar School, our curriculum is implemented through a carefully structured, inclusive, and ambitious programme of study. It is delivered by subject specialists who ensure that all students receive high-quality teaching that enables them to master key knowledge, develop academic skills, and become confident, independent learners.

### Curriculum Structure

The curriculum is delivered through a two-week timetable across all key stages. At Key Stage 3, students study a broad and balanced range of subjects, including all National Curriculum disciplines, two modern foreign languages, and a well-structured Personal Development programme (including RSE, PSHE, and careers education).

In Year 9, students begin to make informed choices about their GCSE subjects through a guided options process. At Key Stage 4, all students follow a core academic curriculum including English, mathematics and science. The

majority choose a modern foreign language, and a humanities subject — reflecting our strong commitment to the English Baccalaureate (EBacc).

At Key Stage 5, students follow a full-time programme of Level 3 qualifications, choosing from a wide range of A-level subjects, some accessing additional subjects through the partnership with Highsted Grammar School and Fulston Manor School. The pastoral curriculum includes PSHE, citizenship, careers and a dedicated enrichment lesson.

### **Curriculum Planning and Sequencing**

Each subject area has a well-planned, coherently sequenced curriculum that builds progressively from Year 7 to Year 13. Knowledge and skills are taught in a logical order that enables students to make connections within and across subjects. Curriculum maps and long-term plans ensure that learning builds on prior knowledge, avoids unnecessary repetition, and prepares students for formal assessment and further study.

Curriculum leaders regularly review their schemes of learning to reflect current research, student outcomes, and feedback from staff and pupils.

### **Teaching and Learning**

Teaching is informed by evidence-based pedagogy. Staff use a range of strategies including retrieval practice, modelling, scaffolding, questioning, and feedback to support learning. Lessons are designed to encourage students to “think like an expert” within each discipline, fostering critical thinking, academic curiosity, and intellectual independence.

Disciplinary literacy is embedded across all subjects, with explicit teaching of subject-specific vocabulary, structures, and conventions. Teachers adapt instruction to meet the needs of all learners, including those with SEND or additional needs.

### **Assessment and Feedback**

Formative and summative assessments are used to monitor progress, inform teaching, and identify gaps in knowledge. Departments use low-stakes quizzes, cumulative assessments, and end-of-unit tasks to ensure that learning is secure and can be recalled over time.

Teachers provide regular, high-quality feedback, both verbal and written, that supports students in understanding how to improve and take ownership of their learning. Assessment outcomes inform interventions and curriculum adjustments where needed.

### **Support, Inclusion, and Challenge**

We are committed to ensuring that the curriculum is accessible and challenging for all students. High expectations are set for every learner, with appropriate scaffolding, differentiation, and support strategies in place to promote success.

SEND students are supported through individualised provision and collaboration with the SENCO and wider support staff. Stretch and challenge are embedded into lessons to extend high-attaining students and support them in achieving excellence.

Targeted literacy and numeracy interventions are provided where needed to close gaps and ensure that all students can access the full curriculum.

### **Staff Development**

Teachers are supported through ongoing professional development that focuses on curriculum design, pedagogy, assessment, and inclusion. Subject leaders meet regularly to review curriculum effectiveness, share good practice, and respond to whole-school priorities.

Early Career Teachers and new staff receive structured induction and mentoring to ensure they are confident in delivering the school's curriculum to a high standard.

### **Careers, Enrichment, and Partnerships**

The curriculum is enhanced by a wide range of enrichment opportunities, including educational visits, extracurricular clubs, guest speakers, and leadership programmes. Careers education is embedded throughout the curriculum and supported by events such as work experience, mock interviews, and university preparation workshops.

We also work in partnership with local schools and external providers to offer a broader curriculum where appropriate, especially in the sixth form.

## Key Stage Three Curriculum

Pupils in Key Stage 3 (Years 7 – 9) follow a broad and balanced programme that provides access to all the Core and Foundation subjects, as defined in the National Curriculum. In addition, they study a second modern foreign language, Religious Studies and Personal Development, which includes Careers Education, Relationships and Sex Education (RSE) and health and wellbeing.

The Key Stage 3 curriculum ensures that students benefit from specialist teaching across a wide range of academic and creative subjects. Alongside subject knowledge, we place a strong emphasis on developing essential skills, such as teamwork, independent learning, creativity, and critical thinking, often through cross-curricular and project-based activities.

This approach provides students with a rich and varied learning experience, helping them to become confident, reflective, and well-prepared learners. The breadth of the curriculum at this stage also ensures that pupils are able to make informed and aspirational choices when selecting their GCSE subjects in Year 9.

We operate a two-week cycle; a typical year 7 timetable is set out below:

<b>Week One</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Period 1</b>	Computing	English	Rel Studies	Music	English
<b>Period 2</b>	Physical Ed	Spanish	Mathematics	English	Geography
<b>Period 3</b>	Geography	Design Tech	Physical Ed	Personal Dev	Science
<b>Period 4</b>	Mathematics	Mathematics	Drama	Mathematics	Art
<b>Period 5</b>	English	Science	Spanish	History	French

<b>Week Two</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Period 1</b>	Computing	Drama	History	Personal Dev	Science
<b>Period 2</b>	History	Science	French	Mathematics	Physical Ed
<b>Period 3</b>	Geography	Design Tech	Science	Spanish	English
<b>Period 4</b>	English	French	Mathematics	Science	Mathematics
<b>Period 5</b>	Art	English	Physical Ed	Rel Studies	Music

## Key Stage Four Curriculum

Pupils in Year 9 are invited to choose from a range of option subjects, as detailed in the table below. This decision is supported through a structured guidance process, including discussions with subject teachers during the Year 9 Parents' Evening, input from the Year 9 Information Evening, and feedback from Year 9 Subject Audits. Pupils and parents also receive a comprehensive Options Booklet, which provides detailed information about each course and the available combinations.

<b><i>Core Subjects:</i></b>	Mathematics English Language English Literature Biology Chemistry Physics
<b><i>English Baccalaureate Subjects:</i></b>	French Spanish History Geography
<b><i>Other Subjects:</i></b>	Art, Craft & Design Design Technology Drama Computer Science Music Physical Education Religious Studies Statistics Further Mathematics Business Studies Cambridge National – Creative iMedia

In addition, all pupils follow courses in Games and Personal Development, which includes PSHE, Careers Education, Citizenship, and, unless withdrawn at parental request, Religious Studies.

## Key Stage Five Curriculum

Pupils entering the Sixth Form are expected to follow a full-time Level 3 programme of study, typically consisting of a combination of three A levels or equivalent qualifications. We aim to offer a broad and balanced curriculum, with a wide range of academic subjects available to meet different interests, strengths, and future aspirations.

In addition to their chosen qualifications, all Sixth Form students participate in a programme of Personal Development, which may include PSHE, enrichment activities, careers guidance, and work experience. This is designed to support students' personal growth and help prepare them for their next steps, whether that be university, further training, apprenticeships, or employment.

Entry to the Sixth Form is based on meeting the school's entry requirements and is supported by individual advice and guidance to ensure each student selects a programme that is appropriate and ambitious.

3D Design Art Biology Business Studies Chemistry English Language & Literature Film Studies French Geography History Mathematics	Further Mathematics Photography Physics Politics Psychology Sport Studies Spanish Statistics Alternative Academic Qualification in IT: Data Analytics (Extended Certificate) Extended Project (EPQ)
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Subjects not offered at Borden may, timetable permitting, be studied at one of our Partnership Schools.

These include:

### ***Highsted Grammar School***

Economics  
Music  
Theatre Studies  
Sociology  
Media Studies

### ***Fulston Manor School***

Health & Social Care  
Law  
Performing Arts  
Textiles

## Curriculum Impact

At Borden Grammar School, we evaluate the impact of our curriculum by considering how well our students have learned and remembered the intended knowledge, how successfully they can apply this learning in meaningful ways, and how well prepared they are for future academic and personal success.

### Academic Achievement and Progress

Our students consistently achieve strong outcomes across all key stages. High levels of attainment are underpinned by a broad and balanced curriculum that is coherently planned and expertly delivered. The majority of students enter for the full suite of EBacc subjects at GCSE, and performance in these areas is strong. At post-16, students' progress to a wide range of A-levels and go on to highly competitive university and apprenticeship pathways.

Internal assessments and national examination results demonstrate that students make excellent progress over time. Ongoing formative assessment ensures that gaps in knowledge are identified and addressed promptly, and summative assessment supports tracking of long-term learning.

### Knowledge, Understanding and Skills

We assess the extent to which students have developed a deep and secure understanding of subject-specific knowledge and skills. Through regular low-stakes testing, retrieval practice, and cumulative assessments, students demonstrate the ability to recall, connect, and apply what they have learned across a range of subjects. They are confident learners who can think independently, ask questions, and solve problems effectively.

### Literacy and Communication

Our curriculum has a strong focus on academic language, subject-specific vocabulary, and disciplinary literacy. Students are taught to read critically, write fluently, and speak confidently using formal and precise language. As a result, they are articulate and well-prepared to engage in academic discussions, formal assessments, and future academic or professional environments.

### Personal Development and Cultural Capital

Students benefit from a well-planned Personal Development programme that supports their mental health, wellbeing, relationships, and understanding of life in modern Britain. They take part in enrichment activities including debating, sports, music, and leadership opportunities that develop character, confidence, and cultural awareness. The curriculum is designed to build cultural capital by exposing students to high-quality texts, ideas, and experiences that broaden their understanding of the world and prepare them to become responsible, informed citizens.

### Destinations and Future Readiness

Our students are well prepared for their next steps in education or employment. A high proportion progress to sixth form and university study, with many securing places at Russell Group institutions and in competitive fields such as medicine, engineering, law, and the arts. The curriculum supports students in making informed choices through high-quality careers education, advice, and guidance across all key stages.

### Inclusion and Equity

We monitor the impact of the curriculum for all learners, including those with SEND and disadvantaged backgrounds. Targeted interventions, adaptive teaching, and personalised support ensure that all students can access and succeed within the curriculum. We are committed to closing attainment gaps and ensuring every pupil reaches their full potential.

### Monitoring and Evaluation

Curriculum leaders regularly review curriculum effectiveness through a range of quality assurance processes, including lesson observations, student voice, work scrutiny, and data analysis. These insights inform subject development planning and contribute to whole-school improvement. We continually refine our approach to ensure that our curriculum remains ambitious, inclusive, and impactful.

## Year 7 Curriculum

Subject	Periods per fortnight	Percentage
English	7	14
Mathematics	7	14
Science	6	12
Art	2	4
Design Technology	2	4
Spanish	3	6
French	3	6
Geography	3	6
History	3	6
Computing	2	4
Music	2	4
PE	4	8
Drama	2	4
RS	2	4
Personal Development	2	4
	<b>50 Periods</b>	<b>100</b>

## Year 8 Curriculum

Subject	Periods per fortnight	Percentage
English	7	14
Mathematics	7	14
Science	6	12
Art	2	4
Design Technology	2	4
Spanish	3	6
French	3	6
Geography	3	6
History	3	6
Computing	2	4
Music	2	4
PE	4	8
Drama	2	4
RS	2	4
Personal Development	2	4
	<b>50 Periods</b>	<b>100</b>

## Year 9 Curriculum

Subject	Periods per fortnight	Percentage
English	6	12
Mathematics	6	12
Biology	3	6
Chemistry	3	6
Physics	3	6
Art	2	4
Design Technology	2	4
Drama	2	4
French	3	6
Geography	3	6
History	3	6
Computing	2	4
Music	2	4
PE	4	8
Personal Development	1	2
RS	2	4
Spanish	3	6
	<b>50 Periods</b>	<b>100</b>

## Key Stage Four Curriculum

Subject	Periods per fortnight	Percentage
English Language & Literature	8	16
Mathematics	6	12
Biology	4	8
Chemistry	4	8
Physics	4	8
Option 1	5	10
Option 2	5	10
Option 3	5	10
Option 4	5	10
Personal Development	1	2
Games / PE	3	6
	<b>50 Periods</b>	<b>100</b>

## Key Stage Five Curriculum

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Option 1	10	20
Option 2	10	20
Option 3	10	20
Option 4	10	20
Option 5: Study & Research and Enrichment Periods	10	20
	<b>50 Periods</b>	100

Or

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Option 1	10	20
Option 2	10	20
Option 3	10	20
Option 4 & 5 EPQ, Study & Research and Enrichment Periods	20	20
	<b>50 Periods</b>	100

# Curriculum Model

## Teaching Period (Two Weeks)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Year 7	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Fr	Sp	Sp	Sp	Ar	Ar	Dt	Dt	Hi	Hi	Hi	Ge	Ge	Ge	Co	Co	Mu	Mu	Dr	Dr	RS	RS	PD	PD	PE	PE	PE	PE	
Year 8	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Fr	Sp	Sp	Sp	Ar	Ar	Dt	Dt	Hi	Hi	Hi	Ge	Ge	Ge	Co	Co	Mu	Mu	Dr	Dr	RS	RS	PD	PD	PE	PE	PE	PE	
Year 9	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Bi	Bi	Bi	Ch	Ch	Ch	Ch	Ph	Ph	Ph	Fr	Fr	Fr	Sp	Sp	Sp	Ar	Ar	Dt	Dt	Hi	Hi	Hi	Ge	Ge	Ge	Co	Co	Mu	Mu	Dr	Dr	RS	RS	PD	PE	PE	PE	PE
KS4	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Bi	Bi	Bi	Bi	Ch	Ch	Ch	Ch	Ph	Ph	Ph	Ph	GCSE Option 1				GCSE Option 2				GCSE Option 3				GCSE Option 4				PD	PE	PE	PE						
KS5	A level Option 1										A level Option 2										A level Option 3										A level Option 4										A level Option 5										

- En English
- Ma Mathematics
- Sc Science (Y7&Y8)
- Bi Biology
- Ch Chemistry
- Ph Physics
- Fr French
- Sp Spanish
- Ar Art
- Dt Design Technology

- Hi History
- Ge Geography
- Co Computing / ICT
- Mu Music
- Dr Drama
- RS Religious Studies
- PD Personal Development
- PE Physical Education