

## Introduction

This policy outlines The Quest Academy's approach to curriculum design, implementation, and evaluation. It is intended to provide governors, parents, staff, and other stakeholders with a clear understanding of our curriculum vision and how it is delivered to meet the educational needs of our students.

The policy has been developed in accordance with relevant Department for Education (DfE) guidance and statutory requirements, while reflecting the unique context and aspirations of The Quest Academy community.

## Curriculum Intent

At The Quest Academy (TQA), we have designed our curriculum to:

1	<b>Raise aspirations</b> for future careers and academic study so students are confidently ready for the next stage of life, through a challenging and ambitious learning journey through the Key Stages.
2	Develop a <b>solid foundational knowledge</b> in the core subject curriculums (including reading, numeracy, and oracy skills), to ensure the wider curriculum is fully accessible for all.
3	Be <b>broad, balanced, and relevant</b> to our students needs to enable them to <b>fully engage</b> with their learning journeys and empower students to change their lives through achieving <b>exceptional outcomes and qualifications</b> .
4	Promote the development of <b>confident, creative, resilient &amp; independent learners</b> through a range of <b>varied experiences</b> outside of the classroom to develop <b>cultural capital and learning experiences</b> .
5	<b>Celebrate diversity</b> as an absolute positive and ensures students develop <b>life-skills</b> which enable them to become informed and eloquent citizens. who make a positive contribution to modern British society and to the TQA community.

Ambitious & challenging	Holistic student development	Exceptional Qualifications	Cultural capital building	Diverse & relevant	Real-world ready
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## Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. 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](#)

Additionally, this policy acknowledges:

- The Education Act 2002, which sets out the statutory duties relating to the curriculum
- The Education and Inspections Act 2006, which places a duty on schools to promote community cohesion
- The Ofsted Education Inspection Framework (EIF), which emphasises the importance of a broad and balanced curriculum with a focus on curriculum intent, implementation, and impact
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- The requirement for academies to provide a broad and balanced curriculum as per their funding agreement with the Secretary of State.

As an academy, while we have greater freedom in curriculum delivery, we ensure our curriculum meets the requirements set out in the Academies Act 2010 and offers a curriculum which is balanced and broadly based.

## Curriculum Structure

### Key Stage 3 (Years 7-9)

Students follow a compulsory curriculum consisting of:

Key Stage 3 - Students follow a compulsory curriculum in Years 7, 8 and 9 consisting of:				
Core	Humanities	Modern Foreign Languages	Practical Subjects & Creative Arts	Student development
English Mathematics Science Computer Science	Geography History	French or Spanish	Physical Education Art Music Drama Design & Technology	Enrichment My Quest Journey (RSHE) Careers guidance (KS3) Formal careers interviews (Yr 9)

### Key Stage 4 (Years 10-11)

The KS4 curriculum offer is student centred and a case by case assessment is made to ensure our students are on the right curriculum course offer. All students study a core curriculum comprising:

- English Language
- English Literature
- Mathematics
- Combined Science
- Physical Education (non-examined)
- Religious Studies

#### Options Pathways:

Additionally:

- Students will study a Humanities subject: Geography or History
- Students will study a Language: French or Spanish
- Students will receive core Computer Science provision: Year 10 (1 lesson per week), Year 11 (via drop-down events throughout the year)
- RSHE provision is delivered via Tutor Time & events
- Careers guidance & formal interviews with independent advisors, overseen by our Careers Co-ordinator (Year 11)

We offer an ambitious and broad range of options available to all students through different pathways:

	Purple	Orange	Green
<b>Descriptor</b>	<p><b>Ebacc</b> This will be most of our students, who study the Ebacc range of subjects.</p> <p>Must choose either Geography or History and will study a language.</p>	<p><b>Open Choice</b> Students who have a wider choice of subjects.</p> <p>Must choose either Geography or History.</p>	<p><b>Additional Support</b> Students who need additional support for their exams.</p> <p>Must choose either Geography or History.</p> <p>Will do either Literacy or Numeracy support.</p>
<b>Option choices</b>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Computer Science</li> <li>• Hospitality and Catering</li> <li>• Product Design</li> <li>• Geography</li> <li>• History</li> <li>• Sociology</li> <li>• Citizenship</li> <li>• Music</li> <li>• Art</li> <li>• Drama</li> <li>• PE</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Hospitality and Catering</li> <li>• Product Design</li> <li>• Geography</li> <li>• History</li> <li>• Music</li> <li>• Art</li> <li>• Drama</li> <li>• Sociology</li> </ul> <p>Plus one of the following:</p> <ul style="list-style-type: none"> <li>• BTEC Media</li> <li>• BTEC Sport</li> <li>• Citizenship</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Hospitality and Catering</li> <li>• Product Design</li> <li>• Geography</li> <li>• History</li> <li>• Citizenship</li> <li>• Music</li> <li>• Art</li> <li>• Drama</li> <li>• BTEC Media</li> <li>• BTEC Sport</li> </ul>

### Key Stage 5 (Years 12-13)

At Quest 6, our Sixth Form provision:

- Vocational, A-Level and hybrid routes are available
- Students study the subjects they have chosen (up to 4 courses)
- Advice from the Quest 6 team and Senior Leaders is given to all students leading up to enrolment

## Subjects offered include:

Sciences	Maths, Business & IT	PE & Sport	Creative Arts & Communication	Humanities & Social Sciences
CTEC Applied Science	A Level Maths	A Level Physical Education	A Level English Literature	A Level Geography
	A Level Business	BTEC Sport	A Level Spanish	A Level History
	BTEC Business		A Level Drama	A Level Government & Politics
	BTEC IT		BTEC Digital Media Production (TV & Film)	A Level Psychology
			WJEC Applied Food Science & Nutrition	A Level Sociology

## Curriculum Implementation

### Time Allocation

Our curriculum is delivered on a 2-week timetable format:

	Hours per week KS3	Hours per week KS4
English	4	4.5
Maths	4	3.5
Science	3	4.5
MFL	1.5	2.5- option
Computing	0.5	Rotation in Maths
Geography	1.5	2.5- option
History	1.5	2.5- option
RE/RS	1	2
PSHEE	1	In Tutor
Art	1	2.5- option
Drama	1	2.5- option
DT/Food	1	2.5- option
Music	1	2.5- option
PE (including Dance)	2	2
Guided Reading & Enrichment	1	1

### Arrangement of Groups

Students are grouped in ways we feel are most appropriate to their age and ability:

<b>Arrangement of groups:</b> Students are grouped in ways we feel are most appropriate to their age and ability.	
<b>In Years 7, 8 and 9</b> students are taught in:	<b>Mixed-gender, banded, set by ability groups</b> for English, Maths and Science; • <b>mixed-gender, mixed-ability groups</b> for all subjects except <b>PE</b> (1 boys' group, 1 girls' group, 1 mixed group)
<b>In Years 10 and 11</b> students are taught in:	<b>Mixed-gender, set by ability groups</b> for core subjects; <b>mixed-gender, mixed ability</b> for option subjects. <b>PE</b> (1 boys' group, 1 girls' group, 1 mixed group)
<b>In Year 12 and Year 13</b> students are taught in:	<b>Mixed-gender, mixed ability</b> for all subjects.
<b>Enrichment:</b>	<ul style="list-style-type: none"> <li>• All Year 7-11 students take part in an enrichment lesson per week.</li> <li>• Our wider curriculum enables everyone to take part in enriching activities which develop the skills we want to foster such the Combined Cadet Force (CCF) and Duke of Edinburgh (DoE) awards and projects, all of which help students develop resilience and independence.</li> </ul>

## Enrichment

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- Our wider curriculum enables everyone to participate in enriching activities which develop skills such as resilience and independence, including the Combined Cadet Force (CCF) and Duke of Edinburgh (DoE) awards.

## Qualifications & Assessment

### Key Stage 4

- Students follow **GCSE** (General Certificate of Secondary Education) courses.
- GCSEs are assessed using a grading system from 9-1.
- By the end of KS4, most students will have reached Level 2 (Grade 4 or higher in at least five subjects).
- Assessment of GCSEs is primarily by external assessment, though some subjects (e.g., Art and Drama) include controlled assessments (type of coursework or practical work).
- All GCSEs are taught as a full course leading to a single GCSE qualification (except Science, where students study either separate Sciences or Combined Science as a double award).

Some students may also follow **Vocational** courses (BTECs):

- These are mostly Level 2 courses, equivalent to GCSE qualifications.
- They provide experiences and education relevant to working life.
- Assessment is through portfolio evidence (coursework) and exams.
- Qualifications are awarded at Pass, Merit, Distinction, and Distinction\* grades.

**All students are assessed using GCSE or Vocational course grading, applying the assessment criteria stated in course syllabi.**

## Key Stage 5

- Students follow either **A Level** (Advanced Level) courses, **Vocational** courses, or a combination of both (hybrid route).
- A Levels are assessed using a grading system from A\* to E.
- By the end of KS5, students will have achieved Level 3 qualifications for progression to university, apprenticeships, or employment.
- Assessment of A Levels is primarily through external examinations at the end of the two-year course, though some subjects include non-examined assessment components.

### **A Level Courses:**

- A Levels are academically rigorous qualifications that prepare students for university study.
- Most students study three A Level subjects throughout Years 12 and 13.
- Some high-achieving students may study four A Level subjects.
- All A Level courses include regular internal assessments and formal mock examinations to monitor progress.

### **Vocational Courses:**

- These include BTEC and CTEC qualifications at Level 3.
- Vocational courses are equivalent to A Levels and provide a more applied, work-related approach to learning.
- Assessment is through a combination of internally assessed assignments and externally assessed examinations.
- Qualifications are awarded at Pass, Merit, Distinction, and Distinction\* grades.
- Each grade carries UCAS points for university applications, equivalent to their A Level counterparts.

### **Hybrid Routes:**

- Students may combine A Level and Vocational courses based on their strengths, interests, and career aspirations.
- This flexible approach allows students to benefit from both academic and applied learning styles.

**All students are assessed according to the appropriate examination board criteria for their chosen qualifications.**

## Curriculum Support

- One-to-one support for students with EHCPs.
- Extension activities throughout the year to stretch the most able (HPA) students.
- Lessons are appropriately scaffolded to ensure all students are challenged with a curriculum that is accessible to all.
- Teaching opportunities to promote literacy, numeracy and oracy are planned into every curriculum area's scheme of work.

## Key Stage 3

Students with learning difficulties receive support either in class or through separate small group teaching, depending on the degree of need. In Year 9, students undertake an Options Process with 1:1 meetings with senior staff and careers advice.

## Key Stage 4

The support Students with learning difficulties can receive support through pathways that reduce the number of formally-assessed courses, allowing for extra English and/or Mathematics support. LSAs are deployed across faculties to support individual students in their lessons.

# Additional Curriculum Elements

## Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people.
- KS3 students have discrete RE lessons and KS4 students study RE as part of the Life Studies programme.
- Parents do have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head of RE initially.

## Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the My Quest Journey programme to all students in KS3, and through the tutor programme in all Key Stages.
- The curriculum for RSE meets the national guidelines; is inclusive and age appropriate.
- Our approach follows statutory guidance while being sensitive to the needs of our diverse community.
- Information available in a separate policy.

## Careers Guidance

- Careers education, information, advice and guidance is provided
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.
- In Year 9 and Year 11, students receive formal careers interviews to support their options and post-16 choices.
- Information available in a separate policy.

## British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.
- British Values are promoted through assemblies, student leadership opportunities, and our enrichment programme.
- Information available in a separate policy.

## Safeguarding

- The school teaches students through the curriculum and through special events, how to keep themselves safe within school and in the wider world.
- Age-appropriate content addresses online safety, healthy relationships, substance awareness, and personal wellbeing.
- Our safeguarding curriculum is responsive to emerging local and national concerns.

## **Roles and Responsibilities**

### **Governing Body**

Governors play a strategic role in:

- Ensuring the curriculum meets statutory requirements
- Monitoring curriculum implementation and impact
- Ensuring the curriculum promotes inclusion and meets the needs of all learners
- Reviewing and approving the curriculum policy
- Holding senior leaders accountable for curriculum outcomes

### **Head of School and Senior Leadership Team**

- Overall responsibility for curriculum design and implementation
- Ensuring the curriculum meets the needs of all students
- Monitoring curriculum effectiveness and students' progress
- Ensuring appropriate resources are allocated to deliver the curriculum
- Reporting curriculum outcomes to the Governing Body

### **Subject Leaders**

- Developing schemes of learning within their subject areas
- Monitoring teaching quality within their departments
- Ensuring assessment aligns with curriculum aims
- Supporting staff development to deliver the curriculum effectively
- Updating the Subject on a Page document that guides the curriculum.

### **Teaching Staff**

- Delivering the curriculum in line with schemes of work
- Differentiating to meet the needs of all students
- Assessing student progress
- Contributing to curriculum development