

Curriculum Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	19 th March 2026	Next Review:	March 2027
Review Cycle:	1 Yearly	Ratified by Governors	

Other related policies:

- Teaching and Learning Policy
- Homework Policy
- Special Educational Needs Policy
- Behaviour Policy
- Equality Policy
- RSHE (relationships, sex and health education) Policy

1. Rationale

Ivanhoe School is an inclusive school and we are committed to providing the best possible learning opportunities for all our students.

We aim to provide a broad, balanced, stimulating and challenging curriculum for all students at Ivanhoe which grasps the best in pedagogical evolution and is in line with current guidance from the Government.

“Thriving Together”

At Ivanhoe School our vision is a secondary school community where everyone cares, everyone aspires, and everyone thrives.

Our mission is to champion the growth of hearts that care, minds that aspire and individuals who flourish in their future.

The Ivanhoe Way is our school ethos which is 'with the right attitude, attending every day, you will achieve.'

- **We are ambitious.**
We aim to be the best we can be and push ourselves to achieve well.
- **We are determined.**
We work hard to reach our goals, and support others to do so.
- **We are respectful.**
We show respect to ourselves and others in how we speak and act.
- **We care.**
We care about our learning, our behaviour and how our actions affect people around us.
- **We matter.**
We matter because we are all unique, and what we say and do shapes the future.

Ivanhoe Curriculum vision

On their journey to excellence students have the right to a curriculum which;

- Provides rich and exciting learning opportunities
- Prepares them to be active, independent, successful and enthusiastic lifelong learners.
- Prepares them for life as responsible citizens in a diverse, modern society.

To achieve this, we ensure that our curriculum

- Provides a wide range of high quality learning experiences and creative learning activities which engage students and stimulate their imagination
- Promotes excellent and rapid acquisition of knowledge, understanding and skills.
- Promotes high levels of achievement, good behaviour and successful progression to KS4 and beyond
- Provides creative learning activities in all subjects which engage students and stimulate their imagination
- Promotes a curiosity for and enjoyment of learning.
- Meets the needs, aptitudes and interest of all students
- Focuses on priorities which ensure that all students make excellent progress in reading, writing, mathematics and knowledge acquisition.
- Contributes to overall development of students through the promotion of SMSC and PLTS
- Develops knowledge and understanding required to achieve well in examinations

To support this school curriculum vision each subject area has its own subject vision statement which has been developed as a team and in context with the unique opportunities each subject offers.

2. Curriculum structure

During Key Stage 3, all students study all subjects in the National Curriculum for Key Stage 3 as well as PSHE, RE and CREW, which takes place during form time. In addition, Year 9 students have the opportunity to try something new with the option to select Spanish and through the addition of Enterprise within Computing Lessons.

The table below shows the current allocation of subjects:

Subject	Lessons per fortnight	Lessons per fortnight	Lessons per fortnight	Curriculum allocation (approx.)
	Year 7	Year 8	Year 9	%
English	9	8	8	16
Maths	8	7	8	15
Science	6	6	7	13
Design and Technology	3	3	3	6
Art	2	2	2	4
Computing	2	2	2	4
History	3	4	3	7
Geography	3	3	4	7
MFL	4	5	5	9
Performing Arts	2	2	2	4
PE	4	4	4	8
PSHRE	2	2	2	4
CREW	2	2	0	3

At Key Stage 4, students study English, Maths, Science, PSHRE and PE as the core offer. They then chose four option subjects. They are strongly encouraged to choose a Language and a Humanities subject as two of these, with free choice for the others. This is currently under review for 26/27.

For the majority of students, this pathway leads to 9 GCSE's. Where necessary and appropriate, and through mutual discussion, some students may be offered an alternative curriculum that better suits their individual needs.

The table below shows the current allocation (currently under review for 25/26)

Subject	Lessons per fortnight	Lessons per fortnight	Curriculum allocation
	Year 10	Year 11	%
English	8	8	16
Maths	8	8	16
Science	9	9	18
PSHRE	2	2	4
PE	3	3	6
Option	5	5	10
Option	5	5	10
Option	5	5	10
Option	5	5	10

3. Subject Schemes of work and lesson planning

Schemes of work for each subject are linked to the National Curriculum and appropriate Key Stage 4 subject content. These schemes of work are followed by all departmental staff and their delivery is monitored by subject leaders.

Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised.

These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Subject areas each have a feedback policy which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways according to the current 'best practice' pedagogy for that subject.

Each department has an agreed method for the recording of attitude to learning, progress, and homework which sits alongside the school assessment policy. This is visible to parents through the Parent Portal and through regular reporting.

The School website shows curriculum content in detail. The progression through the subject is shared with students and parents in the form of a learning journey alongside the curriculum vision.

4. Additional curriculum elements

As well as our taught curriculum identified in Section 3, we also ensure that students have access to the following:

Programme of tutor time activities to include both independent and class reading, personal effectiveness skills (equipment and homework checking), teamwork activities (competitions and interhouse), and citizenship foci (watching and discussion of the news, charity collections and events), as well as goal setting and missions through CREW time.

5. The timetable

The school operates a 50 period 2 week timetable.

There are 5 periods per day with each lesson lasting for one hour.

6. The intervention and alternative curriculum

Ivanhoe works hard to personalise our curriculum to our students through Quality First Inclusive Teaching in the classroom, in the first instance. Lessons aim to be authentic, contain inspiring content and methodologies which stretch even the highest attainers. Skills are honed with a particular focus on developing personal learning and thinking skills, thus preparing them for capitalising on whatever opportunities their lives provide.

Where necessary, some students are offered appropriate in-school provision without narrowing the curriculum, such as:

- Fast Track French (conversational French with additional ASDAN lessons)
- Study Support Sessions (Key Stage 4)
- Willow Centre Provision

Many small group interventions are provided including one to one and small group tuition in English and Maths. Staff provide for special educational needs through literacy and numeracy work as well as through a series of courses such as:

- Art of conversation
- Anger management
- Low self esteem
- Fresh start 10 minute tutoring
- Positive communication
- Assertiveness
- Anxiety management
- Spelling support
- Handwriting support

7. Curriculum links to KS2

There are developmental links with all 14 feeder primary schools through leadership, pastoral, Science, English, and Maths, as well as Art, PE and other subject areas. A strong transition program is in place encouraging Key Stage 2 students to attend activities at Ivanhoe through the summer term in readiness for starting Year 7.

8. Curriculum links to KS4

As we transition through age range change, departmental curricula have been carefully planned to ensure clear progression from Key Stage 3 into 4.

In English, Maths, Science, French and Design, students begin their GCSE work mid-way through year 9 which allows for collaboration between schools.

9. Curriculum Development

We are continuously developing our curriculum in line with the changing requirements of GCSE and evolution of KS2, embracing the opportunities that this provides. We will monitor outcomes of the Government Curriculum Review as the remit becomes clearer, both within school and through the Curriculum Development XMAT group.

We are committed to providing a curriculum which is right for our young people, fits the aims of the school and prepares students for life in the 21st century.